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LESSONS IN ENGLISH.

ELEMENTARY COURSE.

BY THE

BROTHERS OF THE CHRISTIAN SCHOOLS.

TEACHER'S EDITION.

TORONTO:

THOMAS, MOOR & CO., 25 ADELAIDE STREET EAST.

1884.

Entered according to Act of Parliament of Canada, in the year of our
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PREFACE.

The authors lay before the public this first volume of a series of Lessons in the English Language, with the hope that it may render the teaching of English more practical and interesting than it has hitherto been.

Its purport is to teach the elements of English Grammar, Composition, and Literature from a practical stand-point.

The literary selections, as well as the exercises generally, are interspersed with religious passages, that the Teacher may have an opportunity, even in the teaching of Language, to give an occasional moral lesson.

Due attention is also given to Geography, History, Hygiene, Natural History, etc.

It is hardly necessary to add that this volume is intended for elementary classes only.

In preparing the grammatical text, the standard grammarians have been freely consulted, notably Gould Brown.

This special edition published for the use of Teachers, contains many useful hints by way of introduction, as well as throughout the work.

LESSONS IN ENGLISH.

This work consists of three courses:—

NOW READY

{ Elementary Course, - Pupil's Edition.
" " - Teacher's "

IN PRESS.

{ Intermediate Course, - Pupil's Edition.
" " - Teacher's "

IN COURSE OF
PREPARATION.

{ Higher Course, - Pupil's Edition.
" " - Teacher's "

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INTRODUCTION.

I.

THE TEACHING OF LANGUAGE.

The first language lessons are given to the child by his mother. When he is admitted to school, he knows how to speak, he knows the meaning of a limited number of words, he applies the simplest rules of grammatical agreement, he constructs his sentences more or less according to the rules of syntax, he conjugates verbs practically, in a word, he possesses a certain amount of knowledge which is not the result of reasoning, but which a skilful Teacher may easily turn to advantage. Language can, therefore, be taught independently of the methodical lessons which constitute a regular course. Methodical lessons constitute the science of language, whereas practice gives its use ; ordinarily, usage precedes science.

Among the consequences to which these observations lead, mention may be made of the following:—

1. A good Teacher profits by every occasion that oral exercises with his pupils afford, to give examples of purity and dignity of language, and to correct the mistakes they make in speaking. To understand fully the importance of this remark, it suffices to note the difference between the language of children of unlettered parents and that of children who have intercourse with educated persons.

By seeing that in school no error in language is allowed to pass uncorrected, the pupils are placed during several hours each day in a center, whose favorable influence cannot fail to make itself felt in their manner of expressing thought.

The Teacher might, with advantage, write out a list of the mistakes the pupils habitually make in speaking, and often during the oral lessons require them to be corrected. In the same way, he might take note of the words they misspell, and give them occasionally as an oral lesson or with the review dictations.

2. The Teacher should profit by every exercise to advance his pupils in the study of language. Each subject of the school program requires oral as well as written and reasoned-out exer-

cises. It would be losing precious opportunities were the Teacher to limit himself to exacting perfect exercises with reference only to the lesson in hand, without paying any regard to spelling, punctuation, the use of capitals, syntax, and, in proper measure, even to the dignity, elegance, and form of language. Far from being injurious to the special science which is particularly intended to be cultivated, the care thus given to language, places the pupil in a position to be more clear, precise, and accurate.

Too much attention can never be given to this indirect teaching of language, which may be continued even during the recreation hours, a time when occasions present themselves to correct many ungrammatical, vulgar, and inelegant expressions. But it is proper to remark that certain subjects afford the Teacher far more frequent opportunities than others of forming his pupils to elegant diction.

The first place must be given to the reading lessons. As pupils read well only what they understand, it is important to lead the pupils of themselves to find out the meaning of the words, the clauses, that constitute the reading lesson. Moreover, it is always observed that children relate in a better tone than they read; it is, therefore, useful to have them relate the lesson from memory, though not necessarily verbatim, before requiring them to read it in an expressive manner. No exercise is more efficacious than this to accustom them to group, to co-ordinate, and to express their ideas correctly.

The lessons of History, Geography, Religion, Object Lessons, give room for exercises of the same nature as well as subjects for composition which, annotated, corrected, and criticized, produce the happiest results.

The following lines from an eminent educationist, the late J. S. Hart, may help to enforce the above remarks:—"Grammar should, no doubt, be taught by text-book and in stated lessons. The parts of speech, the conjugations and declensions, syntax and parsing, must all be systematically conned, the rules and definitions be committed to memory, and the judgment exercised upon their application. At the same time, every recitation of a child, as well as all his conversation, ought to make an incidental and unconscious lesson in grammar. Only never allow him to use unchallenged an incorrect or ungrammatical expression, train his ear to detect and revolt at it, as at a discordant note in music; let him, if possible, hear nothing but

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sterling, honest English, and he will learn grammar to some purpose. If, on the contrary, he is allowed to recite and talk in whatever language comes uppermost, and to hear continually those around him reciting and talking in a similar manner, he may parse till he is blind without learning 'to speak and to write the language correctly.' Banish from the nursery, the school-room, and the playground, incorrect and inelegant expressions, and you do more than you can do in all other ways to preserve 'the well of English undefiled.'"

But how advantageous soever this means of teaching language may be, it can never supply the direct study of principles and rules. It is, therefore, necessary that the teaching of language, which is attended to indirectly in every exercise, should have its fixed hours and its special exercises.

The following are the characteristics it should possess, some of which are common to the other subjects of the school program :—

1. **The teaching of language should be properly graded.**—Whether the Teacher descends from the rule to the example, which is commonly done with pupils already advanced; whether he ascends from the example to the rule, a thing particularly recommended for beginners; he should always turn to profit the actual knowledge of the pupil to assist him to acquire more. Proceed from the known to the unknown, from the easy to the difficult, from the concrete to the abstract.

2. **The teaching of language should be varied.**—A person deceives himself if he thinks that, in teaching language, good results can be obtained by exercising the pupils alternately in the grammatical text and the exercises under it; then, when the pupils are a little more advanced, in analysis, parsing, and dictation; and afterwards by exercising them in sentence-building or phraseology, and lastly in composition. It is not successively, in passing from one course to another, but simultaneously and in all the courses, that the teaching must be given that variety in its form which impairs in nothing the unity of the end, but, on the contrary, maintains harmony among the parts of the whole. Thus without falling into confusion, monotony which conducts so easily to weariness and disgust, is avoided.

3. **The teaching of language should be active.**—Neither Teacher nor pupils can remain passive. The questions

addressed to the pupils, the researches which they force them to make, the answers which they bring forward, the Teacher's explanations, all established between him and them a constant communication that requires the simultaneous exercise of all the intellectual faculties.

The use of the blackboard is often indispensable to make the lesson more striking to the mind ; thus, besides the sense of hearing, the sight is made to assist the intelligence ; the very fugitive image of objects and of words becomes fixed, and the attention is more easily maintained.

Undoubtedly, the process which founds its teaching of language on dictation and orthographical exercises is very remote from this. Yet, some Teachers may think that they are in danger of hazarding their success with their pupils by reducing the number of these long written exercises which, in reality, are less a part of teaching than a control over it ; but these Teachers will soon perceive that the time is more usefully employed in well-directed oral exercises properly connected, and followed by short written exercises of application.

4. The teaching of language should be so directed as to accustom the pupils to Composition.—Language is known only inasmuch as it is spoken and written correctly. To write correctly is not simply to write a dictation without errors ; it is to be able to write a note, a letter, a report, a narrative, an address, an oration, conformably to the laws of language.

Let the Teacher never lose sight of this principle : orthographical exercises, the study of words or lexicology, sentence-building or phraseology, variety of expression, transposition, invention, literary analysis, and other such exercises are a preparation, a means ; they are not the end. Facility in composition and a proper understanding of the standard English authors are the end. The person who cannot compose, who does not understand what he reads, does not know the language. He who knows how to compose, who understands what he reads, *knows*, to a certain extent, *the art of speaking and writing correctly*.

5. The system pursued in the teaching of language should be rational.—Teaching addressed principally to the memory, would be defective and void of solidity ; it is particularly intelligence, good sense, reason, which should be called into requisition.

Undoubtedly, grammatical definitions and rules, literary precepts and selections should be studied; but only after they are understood by a reasoned explanation and numerous examples. If it is insisted on that the pupil should remember what he has studied, at least equal care should be taken to see that he understands what he is obliged to retain.

In the same way, when written composition is in question, the pupil should be assisted in his work, he should be prevented from going astray—from giving too much liberty to the imagination to the detriment of common sense; he should be brought, by an oral exercise, to discover: first, the principal ideas that the subject suggests; next, the secondary ones. He should, according to the rules already studied or according to the nature of the subject, indicate the principal qualities which the style of the composition in question, should possess, as well as the special qualities which the development of such a thought, of such a sentiment, would require. The better to be assured that the pupil understands the connection of ideas and the coloring he should give them, he may often be exercised, and with great profit, in developing the composition orally before writing it.

As a means to guide the pupil in this work of composition, excellent authors recommend, and with reason, to prepare him for the subject by having him go through the literary analysis of a similar subject from a good author: he is taught to seek out its plan and appreciate its form, and is thus brought to imitate it on a broad scale. This imitation leaves his intelligence all its activity, and does not prevent him from being original.

Whatever the nature of the composition may be, the Teacher should always require the pupil to prepare a plan or synopsis; this is the only means of disciplining his faculties, and of putting just bounds to his imagination, too much inclined to take full rein in the heat of composition.

6. The teaching of language should be moral.—The same may be said of all the other subjects of the curriculum; it must, however, be admitted that few specialties furnish so many occasions as language to advance the moral education of the pupil. Then, since it is possible to exercise a moral influence, while imparting language lessons, there can be no excuse if great care be not taken in the choice of the exercises and the literary selections. Besides, it is

a law of every good method to draw as much as possible from every subject for the general education of the pupils. Hence, since examples can be presented and exercises given, which develop at the same time grammatical principles, literary taste, moral and Christian sentiments, there is nothing more natural than to propose to one's self this triple end as the object of one's efforts.

Such are the principles that inspired the preparation of these LESSONS IN ENGLISH.

II.

HOW TO USE THIS WORK.

1. Grammar.—The definitions and rules of grammar should, after explanation, be committed to memory. The pupils ought to be often questioned on these principles, and the Teacher should insist on a thorough knowledge of them.

In the explanations, the Teacher should :—(1) Never pass over a word or a sentence that is not perfectly understood by the pupils ; (2) Satisfy himself that the pupils have apprehended the meaning of the examples given under the definitions and rules.

It is advantageous, particularly for beginners, to proceed from the example to the rule, and for this purpose to make the application by means of an oral lesson before applying the grammatical text that relates to it. By this means, the pupils will understand better and more quickly, and grammar will not appear to them too abstract.

Take, for example, Lesson IX., on the *Proper Noun*. The Teacher may commence by Exercise I. and ask the following questions or others similar to them :—T. What does the word *Leo* designate? the word *Gregory*, etc.? P. A person, a man. T. And the word *Dublin*? *Quebec*, etc.? P. A city. T. Are these words applicable to all men, to all cities? P. No: they are applicable only to particular men called *Leo*, *Gregory* ; to particular cities which are called *Dublin*, *Quebec* T. Can it be said that these words are common nouns? P. They cannot be called common nouns, because the words *Leo*, *Gregory* *Dublin*, *Quebec* are not applicable to all men, to all cities. T. Those nouns which are

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applicable only to such or such a man, to such or such a city, to such or such a being, are called *proper nouns*. What, then, is a *proper noun*? P. A proper noun is the name of a particular individual, or people, or group.

Take another example, Lesson XLIII., on the *Relative Pronoun*. After having read some of the sentences of Exercise I., the Teacher might ask such questions as the following:—"Of what person, number, and gender is *who*? (first sentence) . . . No answer. T. Of what person, number, and gender is *he*? P. Third person, singular number, masculine gender. T. What is the antecedent of *who*? P. He. T. Now tell me of what person, number, and gender is *who*. P. Third person, singular number, masculine gender. T. Yes: a relative is of the same person, number, and gender as its antecedent (118)."

To make the explanation more striking, and the better to sustain the attention of the class, recourse should be had to the blackboard; even, a part of the exercise may be written on it with the answers as they are given. This is, furthermore, a very simple and practical means of showing how the written exercise ought to be performed.

The classification of verbs, the definitions of the moods, tenses, etc., (pp. 73-75) need not be studied till the questions come up in the oral exercises given in connection with most of the lessons on the verbs. In these oral exercises and in the questions following the literary selections, the numbers given within marks of parenthesis refer to the grammatical text.

The grammatical text of each lesson is followed, in the Teacher's Edition, by questions numbered as the text.

2. Division of the Exercises.—Each lesson generally comprises three exercises, designated by the numbers I., II., III.

Exercise I.—This usually has for principal object the proper spelling of words.

Exercise II.—In this exercise it is required of the pupil to complete sentences from which a word or words are left out.

The sub-divisions in Exercises I. and II. give an opportunity of dividing them according to the wants of the class.

Exercise III.—The III. exercise is usually an application of the text studied. This is followed by an exercise in Conjugation.

N. B.—When the grammatical text is too long to leave room on the page for these three exercises, the Teacher ought himself to assign other exercises. To facilitate this, supplementary exercises are given towards the end of the volume. These supplementary exercises have another advantage. They are given chiefly in connection with lessons whose text assists the pupil so much, that it is more

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Supplementary exercises are given to lessons XXII., XXIII., XXIX., XXXVIII., XXXIX., XLII., XLIX., LXI., LXIV., LXVII., LXVIII., LXXI., LXXII., LXXIII., LXXIX.

Every fifth lesson comprises :—

1. **A Literary Selection** to be explained. This text is studied analytically, to show the plan and to explain the words and clauses.

2. *Exercises of Phraseology and Composition*, such as definitions, transposition, substitution of words, construction of sentences, study of homophonous words, etc.

3. **Written Exercises.**—Each exercise should be first gone through orally, at least in part. Without this preparation the written exercise would lose some of its utility and attraction, and might require too many corrections.

The pupil finds more pleasure in exercises in which the calligraphic arrangement pleases the eye and renders the answer plainer. The exercise should, then, as much as possible, be performed in a manner analogous to the plan given in the Teacher's Edition. The arrangement in columns and paragraphs gives order and clearness to the exercise.

The title of an exercise should never occupy more than one line in the pupil's copy. When a lesson has a general and a special heading in the text-book, the general title is sufficient for the copy.

4. **Explanation of the Words.**—The Teacher ought not to pass over any expression without assuring himself that the pupils understand it; however, it will suffice for them to have a general idea of the thing. Many children would be embarrassed if they had to tell what a *tree* is; still, none of them would be misled as to the meaning of the word. Though dictionary definitions may not generally be exacted, the pupils should be taught to have frequent recourse to the DICTIONARY. It is well, nevertheless, to ask them sometimes to give the definition of certain easy terms; but to do so too often would be to weary them without much real profit.

When historical names of persons occur in the exercises, the pupils should be briefly told who the persons are. Geographical names should also be explained, and the places pointed out on the map.

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5. The Pupils' Answers.—

The Teacher should not always require an answer identical with the suggestion in the Teacher's Edition. Some questions may receive several satisfactory answers. To be too exclusive would stop the spontaneity of the pupil, would discourage him, and would fail to attain the end of the exercise. On the contrary, the pupil should be prompted to get other answers, and all the answers that are good ought to be accepted, without, however, failing to give special prominence to the best.

It would be very useful in all the oral exercises to have the difficult words spelled, and written on the blackboard.

When the pupil has to find words, a list from which he can make a choice is generally given at the head of the exercise in the Pupil's Edition. He should not be obliged to give a word of this list; full liberty should be given him to select some other word provided the term is suitable. However, when the text is from a standard author and the exercise is in writing, the exact word should be required.

It may be said that too much assistance is given in the Teacher's Edition.* It must be admitted that considerable assistance is given; but the intelligent Teacher will see at once that very much is left to himself to do. In many cases the suggestion is simply a word which should be developed. A *yes* or a *no* should not, as a general rule, be accepted from the pupils as an answer. Let the Teacher require the pupils to give answers that make, of themselves, complete sense. This fixes the attention more, and prevents routine.

That the Teacher may question readily and well, the lesson must be prepared. The superficial Teacher may smile at this remark. He may rely too much on his normal-school training as sufficient preparation; he may, perhaps, think his scholarly reputation would be jeopardized were it known that he prepares the lessons he gives his pupils. Still, the experienced, conscientious Teacher grown gray in the class-room, feels that the preparation of lessons is an incumbent duty never to be omitted. Professor Hart may again be quoted in this connection:—"The Teacher must be thoroughly prepared in each lesson, so that the pupils may feel that they are learning from him."

He must have his knowledge perfectly at his command. It must be on the tip of his tongue. If he hesitate and stop to think, or to look in his book for the purpose of hunting up what he has to tell them, he will be very apt to lose his chance. This readiness of utterance is a matter to be cultivated. The ripest scholars are often sadly deficient in it. The very habit of profound

* The principal object of the Teacher's Edition is to direct the young, inexperienced Teacher as to the method to be pursued. As a general rule it should not be used in the class-room except in giving out the supplementary dictations.

study is apt to induce the opposite habit to readiness. A Teacher who is conscious of this defect, must resolutely set himself to resist it and overcome it. He can do it if he will. But it requires resolution and practice.

"Nor must your eye be occupied with the book, hunting up question and answer....

"You must learn to teach without book. Perhaps you cannot do this absolutely. But the nearer you can approach it, the better. Thorough preparation, of course, is the secret of this power. Some Teachers think they have prepared a lesson when they have gone over it once, and studied out all the answers. There could not be a greater mistake. This is only the first step in the preparation.... You are prepared to teach a lesson when you have all the facts and ideas in it at your tongue's end, so that you can go through them all, in proper order, without once referring to the book. Any preparation short of this will not do, if you wish to command attention. Once prepare a lesson in this way, and it will give you such freedom in the art of teaching, and you will feel such a pleasure in it, that you will never want to relapse into the old indolent habit."

6. Grammatical Exercises.—The III. Exercise of each lesson is intended to put in practice the grammatical text studied. Sometimes the singular is to be changed to the plural, the plural to the singular, parts of speech to be underlined, etc. These exercises will afford the Teacher many occasions of reviewing the grammatical text.

7. Oral Conjugation.—From the first lesson, the pupils should be exercised in conjugating verbs. On account of the prominent part the verb holds in discourse, the Teacher cannot commence this exercise too soon nor recur to it too often, particularly as an *oral exercise*. Even the youngest children go through it with pleasure.

From Lesson XLVI., having the study of the verb for special object, the moods and tenses generally are indicated only. It would be advisable to require the pupils often to conjugate other tenses.

The questions frequently do not ask for one or several tenses entirely, but one or more persons of a series of tenses named. This system exercises the pupils better and prevents routine.

Special attention should be given to make the pupils study the *principal parts* of the irregular verbs well. They should be taught to distinguish very clearly the difference between the *preterit* and the *perfect participle*, and the use of each.

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8. Literary Selections.—Every *fifth lesson* contains a *literary selection* to be analyzed and studied carefully. After the Teacher has made the pupils read the selection two or three times, he should ask some of them to give an *oral statement* of its contents. In this oral statement he ought to exact neither the order nor the terms of the text, but he should take care that no important statement be forgotten, and that the pupils express themselves correctly and clearly. This exercise is of great importance and should never be omitted.

The Teacher may then proceed to the *literary analysis* of the selection, asking numerous questions concerning the connection of the ideas, on the words, the clauses, and, in the higher courses, even on the qualities of the style. The explanations may, however, often be advantageously given before requiring the *oral statement*.

These *fifth lessons* should never be omitted. They give an agreeable diversity to the exercises, and, besides, present advantages peculiar to themselves. In calling attention to the ideas which enter into a piece, and to the manner in which these ideas are disposed and expressed, the judgment and taste of the pupil are exercised; at the same time, he is initiated little by little into the various kinds of style, and is taught to discern promptly the faults and good qualities of a literary composition.

For the convenience of Teachers, some specimens of questions and even suggestions¹ as to the answers, are given in the Teacher's Edition; the Teacher can easily add other suitable questions. In this way he can, for many nouns, adjectives, adverbs, etc., ask whence the word is derived, its different significations, the word of the opposite meaning, synonym, etc. He may even have some sentences transposed, the sense of a phrase or of a clause expressed differently; he may ask the reason why such a thing is expressed, such an idea is suggested.

The literary analysis is concluded by some questions relative to the definitions or the rules previously studied. These questions may be multiplied according to the wants of the class.

The selection explained should be given out to the pupils as a dictation, and they ought to write at least a part of the literary analysis after it. In this exercise, it would be advisable

1. See page xvii and foot-note.

for the Teacher to require answers to some of the questions not given in the book, but which he asked during the literary analysis. By this means the attention of the class will be kept fixed.

The grammatical questions may be given only during the oral exercise, since they receive sufficient attention in the other exercises.

When explained, the literary selections should be committed to memory.

9. Exercises in sentence-building or phraseology and composition.—The teaching of language consists not only in having bad spelling and false syntax avoided, it should also lead the pupil to think and to express his ideas clearly and elegantly. For this purpose, numerous exercises on *sentence-building or phraseology, transposition, and composition* are introduced into this course, to prepare the pupils for more lengthy essays, narrations, descriptions, etc., in the higher courses.

A subject for composition is indicated as the last exercise of every fifth lesson, and additional ones are introduced at the end of the volume. To give some little assistance to the young writer, hints on the subjects for composition are given in the supplement. These subjects, being very appropriate, should be written some time during the course, but it is not by any means necessary to take them up in the order of their arrangement. Should the Teacher think proper, he may develop these in oral exercises for the pupils before assigning them to be written. It should be understood that the Teacher may give any other subjects of composition he thinks more suitable instead of those indicated.

In all the exercises of phraseology, transposition, and composition, the errors in spelling, in the use of capitals, in syntax, etc., should be carefully corrected, and the exercise re-written. This is of great importance, as it accustoms the pupils to accuracy and neatness in every thing they do.

Require the pupils always to leave a margin for corrections at the left of the page. The Teacher should often correct the exercise in phraseology and composition himself. Intelligent pupils may, sometimes assist him. Underline the word or words written incorrectly, or put a caret (^) where there is an omission. Sometimes it would be well to put only the indi-

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cation in the margin, and let the pupil find out the mistake himself.

In this Elementary Course, the following scheme might be adopted for the correction of the exercises:—

Sp.	Mistake in spelling.
Cap.	" regard to capitals.
Gr.	" Grammar.
P.	" Punctuation.
O.	Omit the portion underlined.
^	Insert a word.
No ¶.	No paragraph here.
¶.	A paragraph here.

The Teacher, after having read or annotated the class exercises himself, should have some read publicly, requiring the pupils to criticize.

At least one lesson a week should be devoted to these exercises.

The exercise on *Homophonous Words*, given in each fifth lesson, will be found very useful. The Teacher should first make the pupils read and spell those words in the columns, and then supply them orally before writing the exercise.

Besides the exercises in composition, phraseology or sentence-building, transposition, etc., given in the regular lessons, the Teacher might occasionally assign exercises such as the following:—

1. The reproduction of the poetical selections in prose;
2. The epitomized reproduction of the prose lessons either from this course or from the Readers;
3. The reproduction of a literary piece substituting synonyms for some words indicated by the Teacher;
4. The construction of sentences containing the new words the pupils meet in any of their school books.

10. Dictation.—Besides the dictations that may be given in connection with the regular lessons, it would be very advantageous for the Teacher to select the most difficult words in the previous three or four lessons as an oral exercise of spelling. This exercise given as a dictation has the advantage, apart of its great practical utility, of saving precious time often devoted to useless dictations and fastidious corrections of copies; moreover, it tends to excite the pupils to pay special attention to the spelling of the words in the regular exercises.

The Teacher's Edition contains supplementary dictations taken from the exercises, as well as miscellaneous dictations. These are suitable for reviews, competitions, and examinations. Dictation containing the difficult words the pupils meet in their various text-books, such as histories, geographies, reading books, etc., should be frequently given. There is no better exercise than this to make pupils pay attention to the spelling of every word they meet.

Before giving a dictation, the Teacher should read it for the pupils, and assure himself that it contains only words which they have seen, or the application of rules that they have studied. If there are any proper names or any technical terms too difficult, they should be spelled before giving the dictation.

As it is important that the pupils accustom themselves, as soon as possible, to observe the rules of punctuation and the proper use of capitals, the Teacher ought to exact attention to these in all the written exercises.

II. Analysis and Parsing.—The analysis and parsing in this Elementary Course are of the simplest nature, little more being required, in the course of the regular lessons, than to point out the parts of speech with their principal modifications, and to tell the class to which a sentence belongs. After the LXXX. Lesson special exercises are given in the analysis and parsing of easy sentences. The Teacher may use these exercises at his own discretion.

The principal object of this course is to teach the essentials of orthography and etymology, with some few hints on syntax, composition, and literature.

The supplementary literary selections may be analyzed according to the models given in the fifth lessons.

Synoptical Reviews.—In the reviews of the grammatical text, the Teacher will find it of great advantage to use the blackboard, and by means of questions to draw from the pupils the items of a synopsis. For example, in reviewing the noun, questions might be addressed to the pupils, to draw from them the items of the following *synoptical table* :—

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DEFINITION

The Noun.	Modifications.	Class.	Common. Proper. First. Second. Third. Singular.
		Person.	Plural. { s. es. ies. irregular.
		Number.	Masculine. Feminine. Neuter.
		Gender.	Nominative. Possessive. Objective.
		Case.	

The foregoing *synopsis* groups the etymology of the noun before the eyes of the pupils. Let the Teacher, after this exercise, require them to reproduce the same on their copies as a home exercise.

The *synoptical table* given on pages 154 and 155, will be found useful for a *general review* of the grammatical text.

N. B.—The Elementary Course may be commenced by pupils in the Elementary (Second) Reader. But it must not be understood from this, that language lessons should not be given to pupils of the primary classes. The best educationists of the day agree that language lessons should commence on the admittance to school of the child of five or six years of age. This is done by means of oral lessons in the lowest classes until the children are able to write. Ask them to look at an object, and then to say something about it. Object lessons are a powerful means of promoting this exercise.

Oral conjugation, as well as the distinction between common and proper nouns, the plural of nouns; the comparison of adjectives; the gender, number, and person of pronouns, the reason why pronouns are used; and even the use of capitals, are all very useful exercises.

Exercises on the supplying of words may also be given by writing sentences on the blackboard, leaving some blanks to be filled in.

The meaning of words in the reading lessons can be taught, as well as the correction of grammatical errors that children frequently make in their answers in the class-room, and during their games on the playground.

Children should be taught to write according as they learn the alphabet. When they learn the letter *a*, let them learn to write it on

their slates. By this means, children of the lowest divisions may be made to write their names and their addresses, to write from dictation on slates or on the blackboard.

When they can write with sufficient facility, let them write what they know of the objects around them in school, on their way to school, at home, at play. These exercises interest children very much, and at the same time initiate them into the elements of the language.

ABBREVIATIONS USED IN THIS BOOK.

adj.	adjective.
adv.	adverb.
c. or c. a.	common adjective.
cd.	compound.
com. n.	common noun.
comp.	comparison.
comp. deg.	comparative degree.
def. art.	definite article.
Ex.	Example.
f.	feminine.
F. or Fut.	Future.
g.	gender.
Imp.	Imperative.
Imperf.	Imperfect.
Imp. Part.	Imperfect Participle.
Ind.	Indicative.
indef. art.	indefinite article.
l.	line.
m.	masculine.
n.	neuter, noun, numeral.
n. c. or nom. c.	nominative case.
obj.	object, objective case.
p.	proper.
p. or pers.	person.
part.	participial.
pers. pro.	personal pronoun.
per. or perf.	perfect.
p. n. or plu.	plural number.
Plu. or Pluperf.	Pluperfect.
pos. deg.	positive degree.
p. c. or poss.	possessive case.
Pot.	Potential.
Pres.	Present.
pro.	pronominal.
pro. n. or prop. n.	proper noun.
rel. pro.	relative pronoun.
s. n. or sing.	singular number.
Subj.	subject, Subjunctive.

The numbers within marks of parenthesis throughout the book refer to the grammatical text.

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LESSONS IN ENGLISH.

ELEMENTARY COURSE.

TEACHER'S EDITION.

LESSON I.—Preliminaries.—Words, Letters.

1. **Language** is the medium through which we express our thoughts.
 2. **Written and Spoken Language** is made up of words.
 3. A **Word** is the sign of an idea.
 4. **Grammar** teaches the art of using words correctly in speaking, reading, and writing.
 5. **Written words** are made up of letters.
 6. A **Letter** is an alphabetic mark commonly representing an elementary sound of the human voice. The letters of a language, taken collectively, are called its **alphabet**.
 7. There are twenty-six letters in the English alphabet, viz.: *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.*
 8. Letters have two forms, **CAPITALS** and small letters.
1. What is Language?—2. Of what is Written and Spoken Language made up?—3. What is a Word?—4. What does Grammar teach?—5. Of what are Written Words made up?—6. What is a Letter?—What are the letters of a language called?—7. How many letters are there in the English Alphabet?—Name them.—8. How many forms have letters?—Name those forms.

I. Letters.—Learn to spell the words of this section.

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| 1. God. | 2. Faith. | 3. Father. | 4. Book. |
| Jesus. | Hope. | Mother. | Copy. |
| Mary. | Charity. | Son. | Pen. |
| Joseph. | Obedience. | Cousin. | Pencil. |
| Religion. | Virtue. | Parent. | School. |

II. Sentences to be completed.—Where the dash occurs insert the suitable word from the list given.

1. The rose is a flower.
The oak is a tree.
The horse is an animal.
2. A coat is a garment.
A primer is a book.
A top is a toy.
3. Quebec is a city.
The St. Lawrence is a river.
Canada is a country.
4. Cabbage is a vegetable.
The cod is a fish.
A gun is a fire-arm.

III. Underline the words that commence with capitals.—*Montreal, Toronto, Quebec, Hamilton, Halifax, St. John, Ottawa, are the principal cities of Canada.—John, James, Joseph, Patrick, Thomas, Edward, Michael, Paul, are Christian names of men.—Ireland, England, Scotland, France, Spain, are names of countries of Europe.—Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, are the names of the days of the week.—January, February, March, April, May, June, July, August, September, October, November, December, are the names of the months of the year.*

Oral Conjugation.—*Indicative Present.*—I am, thou art, he is; we are, you are, they are.

2 LESSON II.—Letters: Vowels and Consonants.

9. Letters are divided into two general classes, *vowels* and *consonants*.

10. A **Vowel** is a letter the name of which makes a perfect sound when uttered alone; as, *a, e*. The vowels are *a, e, i, o, u*, and sometimes *w* and *y*.

11. A **Consonant** is a letter which cannot be perfectly sounded without the aid of a vowel; as, *b, m, s*. The consonants are *b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, x, z*, and sometimes *w* and *y*.

12. *W* or *Y* is a consonant when it is before a vowel sounded in the same syllable; as, *weight, you*.

13. *W* or *Y* is a vowel when it is not before a vowel sounded in the same syllable; as, *law, lay*.

14. A **Silent Letter** is a letter that is not sounded; as, *p* and *l* in *psalm*.

15. An **Initial Letter** is the first letter of a word; as, *b* in *boy*.

16. A **Final Letter** is a letter that ends a word; as *n* in *pen*.

9. Into how many general classes are letters divided?—10. What is a Vowel?—11. What is a Consonant?—12. When is *W* or *Y* a consonant?—13. When is *W* or *Y* a vowel?—14. What is a Silent Letter?—15. What is an Initial Letter?—16. What is a Final Letter?

Oral Exercise.—What is *w* or *y* in the following words: Winner, *c*; any, *v*; you, *c*; now, *v*; owe, *v*; water, *c*.—Name some of the *silent letters* in this lesson.—Some of the *initial letters*.—Some of the *final letters*.—Write on your slates the initials of your name.

NOTE.—*Initials of proper names should be capitals, and there should be a period after each.*

I. Vowels.—Tell the number of vowels in each word of this section. *Ask also the number of consonants.*

1. Class,	1.	2. Attention,	4.	3. Grammar,	2.	4. Ball,	1.
College,	3.	Obedience,	5.	Geography,	4.	Marbles,	2.
Teacher,	3.	Politeness,	4.	Dictionary,	5.	Lacrosse,	3.
Pupil,	2.	Cleanliness,	4.	Catechism,	3.	Top,	1.
Companion,	4.	Order,	2.	Arithmetic,	4.	Bat,	1.

II. Sentences to be completed.—Tell by whom the objects named are made.—*When the exercise is finished, go over it orally in inverse order.*

1. Caps and hats are made by the *hatter*.
Coats and vests are made by the *tailor*.
Boots and shoes are made by the *shoemaker*.
2. Wooden houses are built by the *carpenter*.
Doors and windows are made by the *joiner*.
Locks and keys are made by the *locksmith*.
3. Pancakes and fritters are made by the *cook*.
Tarts and pies are made by the *confectioner*.
Pills and drugs are prepared by the *apothecaries*.
4. Clocks and watches are made by the *watch-maker*.
Guns and pistols are made by the *gunsmith*.
Bowls and pitchers are made by the *potter*.

III. Underline the words that contain four consonants.—A classroom contains a crucifix, a teacher's desk, pupils' desks, chairs, blackboards, maps, books, copies, inkstands, pens, pencils, rulers, models, pictures, statues, a clock.

Oral Conjugation.—*Indicative Present.*—I have, thou hast, he has; we have, you have, they have.

Consonants.

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n in pen.

What is a Vowel?
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n Initial Letter?—

Winner, c; any, v;
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| 4. Ball, | 1. |
| Marbles, | 2. |
| Lacrosse, | 3. |
| Top, | 1. |
| Bat, | 1. |

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LESSON III.—Diphthongs and Triphthongs.

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17. A **Diphthong** is the combination of two vowels in one syllable; as, *au* in *fraud*, *ea* in *beat*.

18. A **Triphthong** is the combination of three vowels in one syllable, as, *eau* in *beauty*, *uoy* in *buoy*.

19. Diphthongs and triphthongs are divided into two classes, *proper* and *common*.

20. A **Proper Diphthong** is a diphthong in which both the vowels are sounded; as *oy* in *boy*, *ow* in *now*.

21. An **Improper Diphthong** is a diphthong in which but one vowel is sounded; as, *ea* in *beat*, *ie* in *belief*.

22. A **Proper Triphthong** is a triphthong in which the three vowels are sounded; as, *uoi* in *quoit*, *uoy* in *buoy*.

23. An **Improper Triphthong** is a triphthong in which but one or two of the vowels are sounded; as *iew* in *view*, *owe* in *owed*.

17. What is a Diphthong?—18. What is a Triphthong?—19. Into what classes are diphthongs and triphthongs divided?—20. What is a Proper Diphthong?—21. What is an Improper Diphthong?—22. What is a Proper Triphthong?—23. What is an Improper Triphthong?

1. Indicate orally or by means of the letters *p.d.*, *i.d.*; *p.t.*, *i.t.*, whether the diphthong or triphthong contained in the word is proper or improper.—The Teacher may first exercise the pupils in pointing out the diphthongs and the triphthongs simply, without distinguishing between the proper and the improper.

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|-----------------------|-----------------------|-----------------------|------------------------|
| 1. Ounce, <i>p.d.</i> | 2. Bleat, <i>i.d.</i> | 3. Quoit, <i>p.t.</i> | 4. Beauty, <i>i.t.</i> |
| Voice, <i>p.d.</i> | May, <i>i.d.</i> | Awe, <i>i.t.</i> | View, <i>i.t.</i> |
| Meat, <i>i.d.</i> | Cow, <i>p.d.</i> | Allow, <i>p.d.</i> | Thaw, <i>p.d.</i> |
| Sound, <i>p.d.</i> | Pie, <i>i.d.</i> | Youth, <i>i.d.</i> | Plough, <i>p.d.</i> |
| Eat, <i>i.d.</i> | Pew, <i>i.d.</i> | Eye, <i>i.t.</i> | Oath, <i>i.d.</i> |
| Breath, <i>i.d.</i> | Bow, <i>p.d.</i> | Owe, <i>i.t.</i> | Vow, <i>p.d.</i> |
| Boy, <i>p.d.</i> | Boil, <i>p.d.</i> | Our, <i>p.d.</i> | Buoy, <i>p.t.</i> |

II. Sentences to be completed.—Tell what the persons named sell.—Give the same exercise orally inverting the order; as, *Beef is sold by whom? Beef is sold by the butcher.*

- | | |
|---|---|
| 1. The butcher sells <i>beef</i> . | 3. The bookseller sells <i>books</i> . |
| The baker sells <i>bread</i> . | The grocer sells <i>tea</i> . |
| The provision merchant sells <i>flour</i> . | The draper sells <i>cloth</i> . |
| The stationer sells <i>paper</i> . | The confectioner sells <i>pies</i> . |
| 2. The haberdasher sells <i>thread</i> . | 4. The druggist sells <i>medicine</i> . |
| The wine merchant sells <i>liquor</i> . | The gardener sells <i>let uce</i> . |
| The brewer sells <i>beer</i> . | The farmer sells <i>hay</i> . |
| The fruiterer sells <i>fruit</i> . | The peddler sells <i>buttons</i> . |

III. Draw one line under the diphthongs and two lines under the triphthongs.—As an oral exercise, the Teacher may require the pupils to distinguish between the proper and the improper diphthongs and triphthongs.—Tell the boys (p) not to touch (i) the quarts (p).—The leaves (i) fall from the trees (i) in autumn (p).—The sheep bleats (i).—A quay (i) is a wharf.—We had a delightful view (i) from the mountain (p).

Oral Conjugation.—Indicative Past—I was, thou wast, he was; we were, you were, they were.

24. A **Syllable** is one or more letters pronounced in one sound ; as, *a, ant, a-far*. A syllable may be either a word or a part of a word.

25. A **Monosyllable** is a word of one syllable ; as, *man, he*.

26. A **Dissyllable** is a word of two syllables ; as, *man-ly, he-ro, com-mand*.

27. A **Trisyllable** is a word of three syllables ; as, *man-li-ness, he-ro-ic, com-mand-ing*.

28. A **Polysyllable** is a word of many syllables ; as, *he-ro-i-cal, he-ro-ic-al-ly, not-with-stand-ing*.

29. There are as many syllables in a word as there are complete sounds.

30. When a word is to be divided, the letters of a syllable should not be separated : and a hyphen is used at the end of a line to show that the rest of the word not completed is at the beginning of the next line.

31. What is a Syllable ? May a syllable be a word ?—25. What is a Monosyllable ?—26. What is a Dissyllable ?—27. What is a Trisyllable ?—28. What is a Polysyllable ?—29. How can the number of syllables in a word be distinguished ?—30. What is the rule for the division of a word when there is not room on the line on which it is begun ?

I. Syllabication.—Indicate orally or by means of a figure the number of syllables in each word of this section.

1. City-y,	2.	2. Ar-my,	2.	3. Coun-try,	2.	4. Rad-ish,	2.
Ed-i-face,	3.	Gen-er-al,	3.	Mead-ow,	2.	Bean,	1.
Street,	1.	Cap-tain,	2.	Cot-tage,	2.	Sal-ad,	2.
Riv-er,	2.	Ban-ner,	2.	Oak,	1.	Para-ley,	2.
Foun-tain,	2.	Sword,	1.	Beech,	1.	Thyme,	1.
Pave-ment,	2.	Sa-ber,	2.	Elm,	1.	Cel-ery,	3.
Mu-se-um,	3.	Siege,	1.	Birch,	1.	Cu-cum-ber,	3.
U-ni-ver-si-ty,	5.	Dec-o-ra-tion,	4.	Ma-pie,	2.	Pump-kin,	2.

II. Sentences to be completed.—Tell who uses the article named.
—The exercise may be given orally in inverse order.

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| 1. The saw is used by a <i>carpenter</i> . | 4. The whip is used by a <i>driver</i> . |
| The plough is used by a <i>farmer</i> . | The brush is used by a <i>painter</i> . |
| The file is used by a <i>locksmith</i> . | The rake is used by a <i>gardener</i> . |
| 2. The razor is used by a <i>barber</i> . | 5. The anvil is used by the <i>blacksmith</i> . |
| The plane is used by a <i>joiner</i> . | The awl is used by a <i>shoemaker</i> . |
| The probe is used by a <i>surgeon</i> . | The gun is used by a <i>hunter</i> . |
| 3. The pen is used by a <i>writer</i> . | 6. The thimble is used by a <i>tailor</i> . |
| The sickle is used by a <i>reaper</i> . | The trowel is used by a <i>mason</i> . |
| The oar is used by a <i>rower</i> . | The spur is used by the <i>horseman</i> . |

III. Draw one line under the dissyllables and two lines under the trisyllables.—The careful pupil allows nothing to go astray ; his books are CLASSIFIED ORDERLY in his desk ; he keeps his PENHOLDERS and pencils TOGETHER ; he does not blot his copies or books or paper with ink ; and his person is neat.

Oral Conjugation.—Indicative Past.—I had, thou hadst, he had ; we had, you had, they had.

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LESSON V.

5

Literary Selection for Explanation and Study.

THE HOLY CATHOLIC CHURCH.

I'll never forsake thee, I never will be,
O Church of the Saints! an apostate from thee.
Though false friends entice me, and fortune may frown,
My Faith and my Church, until death I will own.

- 5 They may boast of their wealth, they may talk of their gold,
I'll be true to the faith like the martyrs of old;
"A Catholic live, and a Catholic die!"
Be this my life's watchword, at death my last cry.

- 10 I may lose some advantage and forfeit some gain,
I may meet with unkindness and suffer some pain;
But Jesus and Mary will surely bestow
More gifts than from sin and apostasy flow.

Oral Statement.—After the Teacher has made the pupils read the selection two or three times, he should ask some of them to give an oral statement of its contents. In this oral statement, he will exact neither the order nor the terms of the text, but he should take care that no important statement be forgotten and that the pupils express themselves correctly and clearly. This exercise is of great importance and should never be omitted. The exercise finished, the Teacher should require the pupils to commit the selection to memory.

Literary Analysis.¹

1. PERSONAGES.*

Who is the speaker in this selection?—*A Catholic speaking to Holy Church.*

TIME AND PLACE.

When and where does the conversation take place?
—*There is no definite time or place given.*

2. WORDS AND ACTIONS.

1. What does the Catholic say in the first stanza?—*He says though false friends may entice him and fortune may frown on him he will be true to his Church.*
2. What does he say in the second stanza?—*He says wealth will not tempt him; but he will be true to the faith like the martyrs.*
3. What does he say in the third stanza?—*He says that disadvantages, losses, sufferings, will not prevent him from persevering in the faith to death.*

1. The literary analysis, or explanation of the text, is so called because the process is *analytical*, that is to say, the *decomposition* of the piece into its elements. The ideas, the expressions, the phrases, are reviewed to study them one by one, to appreciate them, and to compare them.

2. In the literary analysis, the *personages* are indicated as the basis of the first question to be put. The Teacher should make the pupils understand that by *personages*, not only reasonable beings are to be understood, but also lower animals and even inanimate things which are personified. The *time and place* where the event occurred are not always indicated in the text; in such cases it is not necessary to include them in the questions.

Literary Analysis.

3. RESULT.

{ What is the result the Catholic expects from his firm attachment to his faith?—*He expects God will be his reward.*

MORAL.

{ What lesson does this piece impart to children?—*Firm attachment to the Faith of Holy Church, and patient endurance of the temporary sufferings and losses such attachment may sometimes entail.*

Questions and Suggestions.

1. What Church is the Church of the Saints?—*The Church of the Saints is the Catholic Church.*
2. Who are false friends?—*People who pretend to be friends, but give bad advice.*
3. How does fortune frown?—*When people do not get on well in the world by becoming rich.*
4. What Faith is referred to?—*The faith of the Catholic Church.*
5. Who were the martyrs of old?—*Those who suffered death rather than renounce the Catholic religion.*
6. What is the meaning of Catholic?—*Universal or general.*
7. What is the meaning of watchword?—*A pass-word, or a word by which a person is known or which he often uses.*
8. What is the meaning of forfeit?—*To lose.*
9. By what other names is Jesus known?—*Our Saviour, our Lord, Second Person of the B. T., Messiah, Son of David, Son of Man, Son of God.....*
10. By what other names is Mary known?—*B. V. M., Mother of God, our Lady, Star of the Sea, &c., &c.*
11. What is a gift?—*A thing given as a present.*
12. What is apostasy?—*Desertion from one's faith.*
13. What is the opposite of advantage?—*Disadvantage.*
14. What words convey nearly the same meaning as bestow?—*Give, donate.*
15. Why does the author say that :
 "—Jesus and Mary will surely bestow
 More gifts than from sin and apostasy flow?"
Because the consolation enjoyed by fidelity to one's faith and the reward in store in the world to come, are more valuable than the perishable goods of this world.
16. How many vowels are there in each word of the first line?—*I'll, 1v.; never, 2v.; forsake, 3v.; thee, 2v.; I, 1v.; never, 2v.; will, 1v.; be, 1v.*
17. How many syllables are there in each word of the first and second lines of the third stanza?—*I, 1s.; may, 1s.; lose, 1s.; some, 1s.; ad-van-tage, 3s.; and, 1s.; for-feit, 2s.; some, 1s.; gain, 1s.; I, 1s.; may, 1s.; meet, 1s.; with, 1s.; un-kind-ness, 3s.; and, 1s.; suf-fer, 2s.; some, 1s.; pain, 1s. (The Teacher may give other exercises on syllabication.)*

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Questions and Suggestions.

7

18. Tell the number of consonants in each word of the last line.—
More, 2c.; gifts, 4c.; than, 3c.; from, 3c.; sin, 2c.; and, 2c.; apostasy, 4.c.; flow, 2c.
19. How often does *w* appear as a consonant in the piece?—1st l., *will*; 4th l., *will*; 5th l., *wealth*; 8th l., *watchword*, *c. in both cases*; 10th l., *with*; 11th l., *will*.
20. Tell when *w* or *y* occurs as a vowel in the selection.—3rd l., *frown*; 4th l., *own*; 11th l., *bestow*; 12th l., *flow*. *In every case in which y appears, it is a vowel.*
21. Name the final letters in each word of the 5th line.
22. Name the words of the 9th line in which *e* is silent.—*Lose, some, advantage, some.*
23. Name the words in which diphthongs occur in the piece.—1st l., *thee, i.*; 5th l., *they, i.*; 8rd l., *though, i.*; *friends, i.*; *may, i.*; *frown, p.*; 4th l., *faith, i.*; *death, i.*; *own, i.*; 5th l., *they, i.*, *may, i.*; *boast, i.*; *their, i.*; *wealth, i.*; *they, i.*; *may, i.*; *their, i.*; 6th l., *true, i.*; *faith, i.*; 7th l., *die, i.*; 8th l., *death, i.*; 9th l., *may, i.*; *forfeit, i.*; *gain, i.*; 10th l., *may, i.*; *meet, i.*; *pain, i.*; 11th l., *bestow, i.*; 12th l., *flow, i.*

NOTE.—At the end of this exercise it would be very advisable to give review questions on the Grammatical text, *e.g.* What is Language?—What does Grammar teach?—What is a Vowel?—a Diphthong?—a Monosyllable?.....

Exercises in Phraseology and Composition.

I. Tell the names of some objects that can be made of *gold*, *wool*, *wood*, *paper*, *leather*, *linen*, *horn*.

1. Sacred vessels, money, rings, collars, brooches, necklaces, and bracelets are made of *gold*.
2. Cloth, yarn, and flannel are made of *wool*.
3. Doors, tables, desks, chairs, floors, and frames are made of *wood*.
4. Books, newspapers, copies, and envelopes are made of *paper*.
5. Shoes, belts, harness, trunks, and valises are made of *leather*.
6. Towels, napkins, sheets, shirts, collars, and cuffs are made of *linen*.
7. Snuff-boxes, combs, buttons, and spoons are made of *horn*.

II. Tell where the *whale*, the *trout*, the *mole*, the *blood-sucker*, the *grass-hopper*, the *deer*, the *squirrel*, and the *hen* live.

The *whale* lives in the sea. The *trout* lives in rivers. The *mole* lives in the earth. The *blood-sucker* lives in swamps. The *grass-hopper* lives in the field. The *deer* lives in the forest. The *squirrel* lives in trees. The *hen* lives in the farm-yard.

Phraseology and Composition.

III. Transfer to the end of the sentence the part given at the beginning in Italics. PUPIL'S EDITION: *Towards your parents be respectful.*

- Be respectful towards your parents.
 Be obedient to your teachers.
 Show respect to your superiors.
 Be condescending towards your inferiors.
 Be courteous towards your companions.
 Be polite towards every person.
 Manifest gratitude towards your benefactors.
 Show indulgence to your enemies.

Exercise on Homophonous Words.

IV.—1. Abel. ¹	2. Ail.	3. All.	4. Altar.
Able.	Air.	Awl.	Alter. ²
Adds.	Ale.	E'er.	Ant.
Adze.	Heir.	Ere.	Aunt.

Where the dash occurs insert the suitable word taken from the above list.

1. Cain killed *Abel*.
 Are you *able* to run a mile?
 The boy *adds* quickly.
 Sharpen the *adze*.
2. If you *ail*, it must be because you drank too much strong *ale*.
 The young *heir* was lying in the open *air*.
3. If *e'er* he return, it must be *ere* I reach home.
All the shoemaker lost was his *awl*.
4. Do not *alter* the decorations of the *altar*.
 The *ant* provides for the winter; so my *aunt* told me.

V. Write a composition³ on OBEDIENCE DUE TO PARENTS. (Synopsis at the end of the volume.)

NOTE.—In these exercises the Teacher should exact good spellings⁴ and due attention to punctuation⁵ and capitals.⁶

1. The Teacher should give the meaning of the words at the beginning of the exercise when deemed necessary.
2. Composition is the art of expressing one's thoughts by means of written language.
3. The Teacher should often insist that the pupils refer to their dictionary when they are not sure of the correct spelling of a word.
4. Rules for punctuation are given in the LXXXIX. Lesson.

*RULES FOR THE USE OF CAPITALS.

- i. Commence the first word of every sentence with a Capital.
- ii. Commence the first word of every line in poetry with a Capital.
- iii. Commence every proper name with a Capital.
- iv. Commence every pronoun relating to the Deity with a Capital.
- v. The pronoun I, and the interjection O, should always be Capitals.

LESSON VI.—Parts of Speech.

9

31. Words in English are divided into ten classes, called the **Parts of Speech**; namely, the *Noun*, the *Article*, the *Adjective*, the *Pronoun*, the *Verb*, the *Participle*, the *Adverb*, the *Preposition*, the *Conjunction*, and the *Interjection*.

31. How many Parts of Speech are there in English? Name them.

I. Words to be found.—Add the name of an animal.

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|---|--|
| <p>1. The bleating of the <i>lamb</i>.
The mewling of the <i>cat</i>.
The neighing of the <i>horse</i>.</p> | <p>4. The roaring of the <i>lion</i>.
The singing of the <i>thrush</i>.
The barking of the <i>dog</i>.</p> |
| <p>2. The grunting of the <i>hog</i>.
The howling of the <i>wolf</i>.
The buzzing of the <i>bee</i>.</p> | <p>5. The crowing of the <i>cock</i>.
The bellowing of the <i>bull</i>.
The croaking of the <i>frog</i>.</p> |
| <p>3. The braying of the <i>ass</i>.
The lowing of the <i>cow</i>.
The cooing of the <i>pigeon</i>.</p> | <p>6. The clucking of the <i>hen</i>.
The yelping of the <i>fox</i>.
The chirping of the <i>bird</i>.</p> |

II. Sentences to be completed.—Name an object which possesses the quality indicated. *The pupils may be asked to name one or more other objects that possess the same quality.*

- | | |
|--|--|
| <p>1. The <i>razor</i> is sharp.
<i>Glass</i> is fragile.
<i>Sugar</i> is sweet.</p> | <p>5. The <i>rush</i> is flexible.
<i>Diamonds</i> are scarce.
<i>Raisins</i> are palatable.</p> |
| <p>2. <i>Lead</i> is heavy.
<i>Cork</i> is light.
The <i>ocean</i> is large.</p> | <p>6. The <i>lily</i> is fragrant.
<i>Crystal</i> is transparent.
<i>Brass</i> is sonorous.</p> |
| <p>3. <i>Water</i> is limpid.
<i>Pepper</i> is pungent.
<i>Silver</i> is precious.</p> | <p>7. The <i>tiger</i> is cruel.
The <i>lamb</i> is timid.
The <i>ass</i> is stubborn.</p> |
| <p>4. The <i>oleole</i> is round.
<i>Vinegar</i> is sour.
<i>Winter</i> is cold.</p> | <p>8. <i>Iron</i> is useful.
<i>Bread</i> is nourishing.
The <i>sun</i> is brilliant.</p> |

III. Underline the words that are the names of trees.—The weary traveler very willingly rests under the shade of the *chestnut*.—The *poplar* flourishes in damp places.—The *maple* grows in Canada.—The *oak* is large and towering.—The *pine* is very much used in building.—The *willow*, especially the *weeping-willow*, is used as an emblem of sorrow.

Oral Conjugation.—*Indicative Perfect*.—I have been, thou hast been, he has been; we have been, you have been, they have been.

31. A **Noun** is the name of any person, animal, place, or thing, that can be known or mentioned; as, *James, horse, Toronto, school, water, soul, grammar.*

32. What is a Noun?

I. **Nouns.**—Indicate orally, or by means of the letters *p., a., pl., t.,* if the noun is the name of a person, an animal, a place, or a thing.

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|-------------------------|-------------------------|------------------------|------------------------|
| 1. Grass, <i>t.</i> | 3. Turf, <i>t.</i> | 5. Helmet, <i>t.</i> | 7. Powder, <i>t.</i> |
| 2. Shepherd, <i>p.</i> | 4. Hill, <i>pl.</i> | 6. Flag, <i>t.</i> | 8. Fire, <i>t.</i> |
| 3. Prairie, <i>pl.</i> | 5. King, <i>p.</i> | 7. Wood, <i>t.</i> | 9. Baker, <i>p.</i> |
| 4. Lion, <i>a.</i> | 6. Crown, <i>t.</i> | 8. Huntsman, <i>p.</i> | 10. Kiln, <i>pl.</i> |
| 5. Collar, <i>t.</i> | 7. Champlain, <i>p.</i> | 9. Lead, <i>t.</i> | 11. Ax, <i>t.</i> |
| 6. Guardian, <i>p.</i> | 8. General, <i>p.</i> | 10. Game, <i>t.</i> | 12. Butcher, <i>p.</i> |
| 7. Hen, <i>a.</i> | 9. Soldier, <i>p.</i> | 11. Pigeon, <i>a.</i> | 13. Knife, <i>t.</i> |
| 8. Stick, <i>t.</i> | 10. Sword, <i>t.</i> | 12. Forest, <i>pl.</i> | 14. Dog, <i>a.</i> |
| 9. Montreal, <i>pl.</i> | 11. Lance, <i>t.</i> | 13. Hound, <i>a.</i> | 15. Stove, <i>t.</i> |
| 10. Pastor, <i>p.</i> | 12. Captain, <i>p.</i> | 14. Armory, <i>pl.</i> | 16. Oven, <i>t.</i> |

II. **Sentences to be completed.**—Where the blank occurs insert a word that will complete the sense.

1. A Canadian should know the *geography* of Canada.
Ottawa is the *capital* of the Dominion of Canada.
The Laurentides are a *chain* of mountains in Canada.
2. The *capital* of Ontario is Toronto.
The largest *river* of Canada is the St. Lawrence.
The *city* of Montreal was founded by Maisonneuve.
3. The Province of Quebec is noted for its *spirit* of Catholicity.
Halifax is the *capital* of Nova Scotia.
Newfoundland is an *island* of North America.
4. The Severn River is the outlet of *Lake Simcoe*.
The *climate* of Canada is very healthy.
The *Ottawa* is a *river* that empties into the St. Lawrence.

III. **Underline the nouns that are the names of animals.**—*The Teacher may also ask the pupils to point out the names of persons and things.*—Horses run quickly.—Wolves and bears inhabit forests.—Foxes chase hares and squirrels.—The dog obeys his master.—The turkey appears to be courageous, but flies at the least sign of danger.—The eagle builds its nest on the summit of a rock.—The hen and the duck are domestic birds.—The serpent and the worm creep.—The monkey and the cat climb trees.—A salmon can swim eight miles an hour.

Oral Conjugation.—*Indicative Perfect.*—I have had, thou hast had, he has had; we have had, you have had, they have had.

LESSON VIII.—Classes of Nouns.—Common Nouns. 11

33. There are two general classes of Nouns, the Common Noun and the Proper Noun.

34. A Common Noun is the name of a class of beings or things; as, boy, cow, country, mountain; boys, cows, countries, mountains.

35. How many classes of Nouns are there?—34. What is a Common Noun?

I. Common Nouns.—Indicate orally or by means of the letters a., p., if the noun is the name of an animal or a plant.

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|-------------------------|------------------------|------------------|---------------------|
| 1. The lizard, a. | 3. The radish, p. | 5. Tea, p. | 7. Garlic, p. |
| The vine, p. | The reed, p. | The nettle, p. | Haddock, a. |
| The elephant, a. | The fly, a. | The eel, a. | Mastiff, a. |
| The viper, a. | The turnip, p. | Licorice, p. and | Oyster, a. |
| The gooseberry-bush, p. | The cauliflower, a | medical mixture. | Boxwood, p. |
| 2. The cabbage, p. | 4. The caterpillar, a. | The whale, a. | |
| The lark, a. | The stag, a. | 6. The trout, a. | 8. The mackerel, a. |
| The currant-bush, p. | The reindeer, a. | The cod, a. | Ivy, p. |
| The onion, p. | The butterfly, a. | The shark, a. | The brier, p. |
| | | Jalap, p. | The hawthorn, p. |

II. Sentences to be completed.—Fill in the blank with the name of an animal.

1. The horse and the ox draw the plough.
The terrier and the cat kill mice and rats.
The nightingale and the robin sing in the groves.
The cod and the trout are caught with a hook.
2. The mule and the ass can carry heavy loads.
The lion and the tiger are the strongest of carnivorous animals.
The parrot and the canary cheer up an apartment.
The dog and the cat rarely agree.
3. The hen and the turkey are farm-yard birds.
The ant and the bee are laborious and diligent.
The hawk and the owl are birds of prey.
The vulture and the eagle are very large birds of prey.
4. The caterpillar and the grasshopper are injurious insects.
The monkey and the squirrel are endowed with great agility.
The hyena and the panther are very ferocious animals.
The jay and the magpie learn to mimic the human voice.

III.—Underline the nouns that are the names of metals.—Strike the iron while it is hot.—Zinc is used in covering the roofs of houses. Platina is heavier than lead.—Mercury is commonly called quicksilver. Brass is a mixture of copper and zinc.—Pewter consists chiefly of tin and lead, and small quantities of antimony, copper, and bismuth.—Tin is a soft, white metal; thin plates of iron covered with this metal are also called tin.—To temper steel is to heat it in fire, and then dip it in water to make it harder.—Bell-metal is a mixture of copper and tin.

Oral Conjugation.—Indicative Pluperfect.—I had been, thou hadst been, he had been; we had been, you had been, they had been.

LESSON IX.—Proper Nouns.

85. A **Proper Noun** is the name of a particular individual, or people, or group; as, *Samuel, Canada, Ireland.*

86. The first letter of a proper noun should be a **capital**.

85. What is a Proper Noun?—86. With what letter does a Proper Noun begin? Give five Proper Nouns designating names of persons, and five designating names of cities, taken from Sacred History. P.—Adam, Eve, Noe, Moses, David, Solomon. C.—Jerusalem, Babylon, Nineve, Nazareth, Sodom.

I. Proper Nouns.—Tell whether the proper noun indicates the name of a person or a city. Put *p.* for person, *c.* for city.

- | | | | |
|--------------------------|-------------------------|----------------------------|-----------------------------------|
| 1. Leo, <i>p.</i> | 3. George, <i>p.</i> | 5. Montreal, <i>c.</i> and | 7. Tipperary, <i>c.</i> and |
| Hamilton, <i>c.</i> | Liverpool, <i>c.</i> | island. | county. |
| Sorel, <i>c.</i> | Guelph, <i>c.</i> | Quebec, <i>c.</i> and | Francis, <i>p.</i> |
| Gregory, <i>p.</i> | Edward, <i>p.</i> | province. | Theresa, <i>p.</i> |
| New York, <i>c.</i> and | Madrid, <i>c.</i> | Henry, <i>p.</i> | Rome, <i>c.</i> |
| state. | Paris, <i>c.</i> | Frederick, <i>p.</i> | Patrick, <i>p.</i> |
| London, <i>c.</i> | James, <i>p.</i> | Philadelphia, <i>c.</i> | Angela, <i>p.</i> |
| | | Ottawa, <i>c.</i> and | |
| | | river. | |
| 2. Paul, <i>p.</i> | 4. Edinburgh, <i>c.</i> | 6. Robert, <i>p.</i> | 8. Elizabeth, <i>p.</i> |
| Alexander, <i>p.</i> | Joseph, <i>p.</i> | Augustus, <i>p.</i> | Buffalo, <i>c.</i> |
| Kingston, <i>c.</i> | Baltimore, <i>c.</i> | Lyons, <i>c.</i> | Halifax, <i>c.</i> |
| McGee, <i>p.</i> | Andrew, <i>p.</i> | Brussels, <i>c.</i> | Winnipeg, <i>c.</i> |
| Dublin, <i>c.</i> | Charles, <i>p.</i> | Cork, <i>c.</i> | St. John, <i>c.</i> and <i>p.</i> |
| Charlottetown, <i>c.</i> | Anne, <i>p.</i> | Margaret, <i>p.</i> | Catharine, <i>p.</i> |

II. Proper Nouns.—Find the name of a feast-day to replace the blank.

1. The feast of *Christmas* is celebrated on the 25th of December. [Magi.
The feast of the *Epiphany* is celebrated in honor of the adoration by the
The feast of the Purification of the Blessed Virgin is called *Candlemas*.
On the 25th of March, the feast of the *Annunciation* is celebrated.
The sixth Sunday of Lent is called *Palm-Sunday*.
2. *Easter* is the most solemn feast of the year.
Our Lord Jesus Christ ascended into Heaven on *Ascension Thursday*.
On *Pentecost*, the Holy Ghost descended on the Apostles.
The feast of the *Holy Trinity* is in honor of one God in three persons.
Corpus Christi is a feast instituted in honor of the Blessed Sacrament.
3. The 8th of September is the feast of the *Nativity* of the Most Blessed Virgin
On the 8th of December, the Church honors the *Immaculate Conception* of
The 1st of November is *All-Saints-Day*. [the Most Blessed Virgin.
The 2nd of November is *All-Souls-Day*.

III. Underline the nouns that are the names of rivers and mountains.—The *Chaudiere* drains Beauce, Dorchester, and Levis. —The *Saguenay* flows from Lake St. John.—The *Alleghanies* form the water-shed between the Atlantic and the *Mississippi*.—*Mount Blanc* is the highest peak of the *Alps*.—*Mount Everest* (29,002 ft.), one of the peaks of the *Himalayas*, is the highest ascertained point on the surface of the globe.—The *Volga* and the *Danube* are the largest rivers in Europe.—The *Amazon* is the largest river in the world.—The *Rocky Mountains* extend from the Arctic Ocean to Mexico.—The *Pyrenees* are between France and Spain.

Oral Conjugation—Indicative Pluperfect.—I had had, thou hadst had, he had had; we had had, you had had, they had had.

Literary Selection for Explanation and Study.

THE VIOLET.

Down in a green and shady bed,
A modest violet grew;
Its stalk was bent, it hung its head,
As if to hide from view.

5 And yet it was a lovely flower,
Its color bright and fair;
It might have graced a rosy bower,
Instead of hiding there.

10 Yet there it was content to bloom,
In modest tints arrayed;
And there it shed its sweet perfume,
Within the silent shade.

15 Then let me to the valley go,
This pretty flower to see;
That I may also learn to grow
In sweet humility.

—Jane Taylor.

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES. What is spoken of in this selection?—*A violet.*
- TIME AND PLACE. Where did the violet grow?—*In a valley, in a shady bed, "Within the silent shade." (12th line.)*
 1. What did the violet do?—*It hung its head as if to hide from view.*
 2. Is the violet a beautiful flower?—*Its color is bright and fair, and it might have graced a rosy bower instead of hiding its beauty in the valley.*
 3. Was it content in the valley?—*Yes: it was happy to spread its sweet perfume within the silent shade.*
3. RESULT. What does this piece on the violet show?—*It shows that a flower may grow as well and may be as beautiful in a place in which it is not much seen as in a rich park or garden.*
- MORAL. What lesson may be learned from this little poem?—*Humility. (Here the pupils may be required to recite the last stanza.)*

Questions and Suggestions.

1. What is the *Violet*?—*A beautiful flower of a violet (dark blue) color.*
2. Why is *modest* applied to the violet?—*Because the violet is the emblem of modesty or humility.*
3. Name some other flowers.—*The lily, the rose, the tulip, the dahlia.*
4. Of what is the inclining of the head the sign?—*Humility, modesty.*
5. What other word could be used instead of *lovely*?—*Beautiful.*
6. What is the meaning of *graced*?—*Beautified, adorned, ornamented.*
7. What is a *bower*?—*A sheltered or covered place in a garden, an arbor; a cottage.*
8. What could be used for *instead*?—*In place.*
9. What is the meaning of *content*?—*Satisfied, at rest.*
10. What word has a meaning the opposite of *modesty*?—*Boldness.*
11. What are *tints*?—*Slight colorings.*
12. What other words convey nearly the same meaning as *arrayed*?—*Adorned, ornamented.*
13. What words could take the place of *perfume*?—*Odor, scent, smell.*
14. What is a *valley*?—*Low land between mountains or hills.*
15. What word could be used instead of *pretty*?—*Beautiful.*
16. What is *humility*?—*A modest estimate of one's own worth; lowliness of mind.*
17. What is opposed to *humility*?—*Pride.*
18. Name the nouns in the first stanza.—*Bed, violet, stalk, head, view.*
Ask the pupils whether the nouns are proper or common.
19. How many vowels are there in *lovely*?—*Three.* Why is *y* a vowel in this word? (18)
20. How many syllables are there in each word of the fifth line?—*The first five words are monosyllables; love-ly and flow-er are dissyllables.*
21. What is the *y* in *rosy*?—*A vowel.* Why? (18)
22. Name the nouns in the third stanza.—*Tints, perfume, shade.*
23. Why are these common nouns? (34)
24. Divide *valley, pretty* and *humility* into syllables.—*Val-ley, pret-ty, hu-mil-i-ty.*

Exercises in Phraseology and Composition.

I. Tell the names of several articles that can be made by a *gunsmith*, a *carriage-builder*, a *wheelwright*, a *tinsmith*, a *jeweler*, a *cutler*, a *coppersmith*, a *weaver*.

1. A *gunsmith* makes pistols, guns, revolvers.
2. A *carriage-builder* makes wagons, coaches, gigs, barouches, buggies, carriages.
3. A *wheelwright* makes carts, wheelbarrows, wheels.
4. A *tinsmith* makes kettles, tea-pots, coffee-pots, tin cups, sauce-pans, dippers.
5. A *jeweler* makes rings, bracelets, brooches.
6. A *cutler* makes razors, knives, pocket-knives, lances.
7. A *coppersmith* makes kettles, sauce-pans, stew-pans, and frying-pans.
8. A *weaver* makes fabrics of wool, hemp, linen, cotton, silk.

Phraseology and Composition.

15

II. Tell with what the following animals defend themselves: the *cat*, the *wasp*, the *bull*, the *whale*, the *swan*, the *horse*, the *parrot*, the *elephant*, the *hedge-hog*.

The *cat* defends herself with her claws. The *wasp* defends itself with its sting. The *bull* defends himself with his horns. The *whale* defends itself with its tail. The *swan* defends itself with its wings. The *horse* defends himself with his feet. The *parrot* defends itself with its beak. The *elephant* defends himself with his trunk. The *hedge-hog* defends itself with its spines.

III. Put at the end of each sentence the word in *Italics* with which it commences, and make the other necessary changes accordingly.—
PUPIL'S EDITION: *Blessed* be God.

God be *blessed*.
Jesus Christ be *praised*.
The Lord be *glorified*.
Pure hearts are *happy*.
The life of Abel was *innocent*.
The fall of the angels was *terrible*.
The faith of Abraham was *admirable*.
The patience of Job was *great*.

Exercise on Homophonous Words.

IV.—1. Arc.	2. Auger.	3. Bail.	4. Ball.
Ark.	Augur.	Bald.	Bard.
Aught.	Bad.	Bale.	Barred.
Ought.	Bade.	Bawled.	Bawl.

Where the dash occurs insert a suitable word taken from the above list.

1. An *arc* is a part of a circle.
Noe built an *ark*.
If you have *ought* against me, you *ought* to tell me.
2. That old *augur* will tell you who stole your *auger*.
If he *bade* you do so, he gave you a *bad* advice.
3. He was released on *bail* before the *bale* of goods arrived.
That bad boy *bawled* aloud when the old man uncovered his *bald* head.
4. Samuel began to *bawl* when the teacher took his *ball*.
Ossian was an Irish *bard*.
Who *barred* the door?

V. Write ten lines or more about the School you attend.

16 LESSON XI.—Modifications of Nouns.—Persons.

37. **Persons**, in Grammar, are modifications that distinguish the speaker or writer, the person or thing addressed, and the person or thing spoken of.

38. There are three persons; the *First*, the *Second*, and the *Third*.

39. The **First Person** denotes the speaker or writer; as, "*I, Alexander, command this.*"

40. The **Second Person** denotes the person or thing addressed; as, "*William, will you come?*"—"Wave your tops, ye pines."

41. The **Third Person** denotes the person or thing spoken of; as, "*George and Joseph are coming to school.*"

37. What are Persons in Grammar?—38. How many Persons are there?—39. What does the First Person denote?—40. The Second?—41. The Third?

I. Nouns.—Tell whether the noun is the name of a person or a thing.—Put *p.* for person and *t.* for thing.

- | | | | |
|------------------------|---------------------------------------|-------------------------|-----------------------|
| 1. Granison, <i>p.</i> | 2. Substitute, <i>t.</i> or <i>p.</i> | 3. Alexander, <i>p.</i> | 4. Raisins, <i>t.</i> |
| Boy, <i>p.</i> | Drawers, <i>t.</i> | School, <i>t.</i> | Road, <i>t.</i> |
| Fowl, <i>t.</i> | Uncle, <i>p.</i> | Hospital, <i>t.</i> | Godfather, <i>p.</i> |
| Grandfather, <i>p.</i> | Cousin, <i>p.</i> | Penny, <i>t.</i> | Grass, <i>t.</i> |
| Isthmus, <i>t.</i> | Bath, <i>t.</i> | Sister, <i>p.</i> | Diamond, <i>t.</i> |
| Grandmother, <i>p.</i> | Vessel, <i>t.</i> | Woman, <i>p.</i> | Godmother, <i>p.</i> |

II. Sentences to be completed.—Tell the color of the object named.

- | | |
|--|--|
| 1. Milk is <i>white</i> .
Grass is <i>green</i> .
Blood is <i>red</i> .
The sky is <i>blue</i> .
Sulphur is <i>yellow</i> . | 3. Coal is <i>black</i> .
The orange is <i>yellow</i> .
Ivory is <i>white</i> .
Cherries are <i>red</i> .
Ivy is <i>green</i> . |
| 2. The lily is <i>white</i> .
Gold is <i>yellow</i> .
Silver is <i>white</i> .
Lead is <i>grayish</i> .
The shamrock is <i>green</i> . | 4. Straw is <i>yellow</i> .
The swan is <i>white</i> .
The canary is <i>yellow</i> .
The crow is <i>black</i> .
Snow is <i>white</i> . |

III. Write the figure (1) after nouns of the first, (2) after those of the second, and (3) after nouns of the third person.—*I, your teacher (1), command you.*—*James (2), come in.*—*Henry (2), where are you going?*—*Tell the boys (3) to come in.*—*Boys (2), let me entreat you to avoid falsehood (3).*—*The father (3) and his sons (3) were walking through the green fields (3).*—*Tell Samuel (3) to study his lessons (3).*

Oral Conjugation.—*Indicative Future.*—*I shall be, thou wilt be, he will be; we shall be, you will be, they will be.*

-Persons.

distinguish the
the person or

and the Third.

as, "I, Alex-

addressed; as,

."

spoken of; as,

is are there?—
The Third?

a person or

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oad, t.
odfather, p.
rass, t.
iamond, t.
odmother, p.

the object

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ow.

er those of
teacher (1),
you going?
on to avoid
through
)

he will be;

LESSON XII.—Numbers.

17

42. Numbers, in Grammar, are modifications that distinguish unity and plurality.

43. There are two numbers, the *Singular* and the *Plural*.

44. The *Singular Number* denotes but one; as, *pen, fox*.

45. The *Plural Number* denotes more than one; as, *pens, foxes*.

46. The plural of nouns is generally formed by adding *s* to the singular; as, *house, houses; book, books*.

49. What are Numbers in Grammar?—43. How many numbers have nouns? Give the names of these numbers.—44. What does the Singular Number denote?—45. What does the Plural Number denote?—46. What is the general rule for forming the plural of nouns?

I. Plural of Nouns.—Write the nouns in the plural.

1. Father,	<i>Fathers.</i>	3. Patron,	<i>Patrons.</i>
Mother,	<i>Mothers.</i>	Benefactor,	<i>Benefactors.</i>
Uncle,	<i>Uncles.</i>	Citizen,	<i>Citizens.</i>
Aunt,	<i>Aunts.</i>	Companion,	<i>Companions.</i>
Brother,	<i>Brothers or Brethren.</i>	Cousin,	<i>Cousins.</i>
2. Sister,	<i>Sisters.</i>	4. Heir,	<i>Heirs.</i>
Niece,	<i>Nieces.</i>	Stranger,	<i>Strangers.</i>
Godfather,	<i>Godfathers.</i>	Comrade,	<i>Comrades.</i>
Godmother,	<i>Godmothers.</i>	Friend,	<i>Friends.</i>
Teacher,	<i>Teachers.</i>	Master,	<i>Masters.</i>

II. Sentences to be completed.—Where the dash occurs insert the name of a thing.

- Picks and shovels are made of iron.
Bricks and tiles are made of clay.
Statues and medals are made of bronze.
Bills and erasers are made of India-rubber.
- Altars and statues are made of marble.
Handkerchiefs and neck-ties are made of silk.
Rulers and tops are made of boxwood.
Cents and buttons are made of copper.
- Covers of books and bandboxes are made of pasteboard.
Forks and spoons are made of silver.
Bottles and decanters are made of glass.
Paper-knives and tooth-picks are made of ivory.

III. Write in the plural the nouns in *Italics*.—PUPIL'S EDITION.—
The chair, the sofa. . . . —Chairs, sofas, dressers, tables, are articles of furniture.—Rivers, brooks, torrents, are water-courses.—Cannons, guns, rifles, are implements of war.—Locksmiths, tinsmiths, coppersmiths, work in metals.—Pianos, flutes, clarionets, guitars, violins, concertinas, are musical instruments.

Oral Conjugation.—*Indicative Future*.—I shall have, thou wilt have, he will have; we shall have, you will have, they will have.

47. Nouns ending in *ch* soft¹, *o* preceded by a consonant,² *s*, *sh*, *x*, or *z* form their plural by adding *es* to the singular; as, *match*, *matches*; *tomato*, *tomatoes*; *cross*, *crosses*; *brush*, *brushes*; *box*, *boxes*; *waltz*, *waltzes*.

47. How is the plural of nouns that end in *ch*, *o*, *s*, *sh*, *x*, or *z*, formed?

I. **Plural of Nouns.**—Give the plural of the nouns.—Require the pupils to apply the rules frequently.

1. Bench,	<i>Benches.</i>	3. Fox,	<i>Foxes.</i>	5. Potato,	<i>Potatoes.</i>
Torch,	<i>Torches.</i>	Quiz,	<i>Quizes.</i>	Folio,	<i>Folios.</i>
Porch,	<i>Porches.</i>	Fuss,	<i>Fusses.</i>	Bay,	<i>Bays.</i>
Mass,	<i>Masses.</i>	Tax,	<i>Taxes.</i>	Peach,	<i>Peaches.</i>
Mess,	<i>Messes.</i>	Search,	<i>Searches.</i>	Valley,	<i>Valleys.</i>
Gas,	<i>Gases.</i>	Lass,	<i>Lasses.</i>	Planos,	<i>Planos.</i>
2. Marsh,	<i>Marshes.</i>	4. Trench,	<i>Trenches.</i>	6. Echo,	<i>Echoes.</i>
Sash,	<i>Sashes.</i>	Lash,	<i>Lashes.</i>	Grotto,	<i>Grottoes.</i>
Atlas,	<i>Atlases.</i>	Wish,	<i>Wishes.</i>	Key,	<i>Keys.</i>
Gash,	<i>Gashes.</i>	Fish,	<i>Fishes.</i>	Tomato,	<i>Tomatoes.</i>
Guess,	<i>Guesses.</i>	Inch,	<i>Inches.</i>	Volcano,	<i>Volcanoes.</i>
Beach,	<i>Beaches.</i>	Church,	<i>Churches.</i>	Came,	<i>Cameos.</i>

II. **Sentences to be completed.**—Add a plural noun.

- Chairs, desks, and *benches* are the principal furniture of class-rooms.
A bed consists of mattresses, a bolster, pillows, sheets, *blankets*, and a coverlet.
A book has a title-page, a preface, an introduction, chapters, and *contents*.
A tree has roots, a trunk, and *branches*.
- A watch contains a mainspring, a dial, and *hands*.
A table-cloth, napkins, spoons, forks, glasses, casters, *knives*, are to be seen on a dining-table.
In a room may be seen the floor, the ceiling, the walls or partitions, the mantel-piece, the doors, and the *windows*.
A chair has legs, a back, and *rungs*.

III. **Give the plural of the italicized nouns.**—Give me the *atlases*.—Have *Masses* said for him.—He has cut down the *beeches*.—Mark the *inches*.—He visits the *churches*.—Chastise the *boys*.—Did the *girls* come?—He fears the *lynxes*.—Dig the *trenches*.—Send for the *sashes*.—The masons are building the *arches*.—Overlook the *blemishes*.—Have you seen the *princesses*?—Mend the *shoes*.—Invit the *nuncios*.—What kind of *peas* has he?

Oral Conjugation.—*Indicative Perfect.*—I shall have been, thou wilt have been, he will have been; we shall have been, you will have been, they will have been.

1. *Ch* soft means not sounded *k*. 2. Some words ending in *o* preceded by a consonant, add *s* only to form the plural; as, *piano*, *pianos*.

LESSON XIV.—Plural of Nouns.

19

48. Nouns ending in *y* preceded by a consonant, change *y* into *i*, and add *es* to form the plural; as, *army*, *armies*.

49. Nouns ending in *y* preceded by a vowel, follow the general rule (46); as, *chimney*, *chimneys*.

48. How is the plural of nouns that end in *y* preceded by a consonant, formed?—Give examples.—49. How do nouns ending in *y* preceded by a vowel, form the plural?—Give examples.

I. Plural of Nouns.—Write or spell the plural of the nouns.

1. Day,	<i>Days.</i>	3. Henry,	<i>Henries.</i>
Army,	<i>Armies.</i>	Emily,	<i>Emilies.</i>
Lady,	<i>Ladies.</i>	Boy,	<i>Boys.</i>
Fly,	<i>Flies.</i>	Penny,	<i>Pennies.</i>
Valley,	<i>Valleys.</i>	Century,	<i>Centuries.</i>
Fancy,	<i>Fancies.</i>	Bounty,	<i>Bounties.</i>
2. Duty,	<i>Duties.</i>	4. Journey,	<i>Journeys.</i>
Balcony,	<i>Balconies.</i>	Sky,	<i>Skies.</i>
Chimney,	<i>Chimneys.</i>	Key,	<i>Keys.</i>
Enemy,	<i>Enemies.</i>	Study,	<i>Studies.</i>
Monkey,	<i>Monkeys.</i>	Beauty,	<i>Beauties.</i>
Bay,	<i>Boys.</i>	Booby,	<i>Boobies.</i>

II. Sentences to be completed.—Fill in the blank with a word that will complete the sense.

- Cloth is made of *wool*.
Wicks of candles are made of *cotton*.
Twine is made of *hemp*.
Bread is made of *flour*.
- Bracelets are made of *gold*.
Knives are made of *steel*.
Cigars are made of *tobacco*.
Linen is made from *flax*.
- Chains are made of *iron*.
Cheese is made of *milk*.
Wine is made from *grapes*.
Butter is made from *milk*.
- Books are made of *paper*.
Pens are made of *steel*.
Nails are made of *iron*.
Cents are made of *copper*.
- Desks are made of *wood*.
Mattresses are made of *hair*.
Sails are made of *canvas*.
Candles are made of *tallow*.
- Paper is made of *rags*.
Boots are made of *leather*.
Matches are made of *wood* and *sul*.
Armies consist of *men*. [phur.]

III. Give the plural of the italicized nouns.—Chase the *flies*.—The boys have gone down to the *valleys*.—The man is telling *stories*.—Tell them they are not safe in the *cities*.—They would be better in the *countries* of Western Europe.—The *chimneys* fell after the fire.—He admires the beauty of the *lilies*.—The *monkeys* came from Africa.—She has eaten the *berries*.—Give the child the *toys*.—You should not always yield to your *fancies*.—Have you overcome the *difficulties*?—Show me the morning-*glories*.—Did you see the *peonies* in the garden?—Fill the *glasses*.—Cut the *branches*.

Oral Conjugation.—Indicative Future Perfect.—I shall have had, thou wilt have had, he will have had; we shall have had, you will have had, they will have had.

Literary Selection for Explanation and Study.

THE GRAIN OF WHEAT.

- Two young inhabitants of an island in the Pacific Ocean once found a grain of wheat on the deck of a ship lately arrived from Europe. "Wheat, undoubtedly, is a very useful plant," said the older of the two, "but what is the use of one grain?" and he disdainfully threw it away. His more economical companion hastened to pick it up. The same evening he planted it, and bestowed upon it the most assiduous care. The first harvest produced about a thimbleful; the second, a cupful; and after the third, he distributed some grains among his friends. Afterwards, he not only gathered in abundant harvests, but he had the honor of introducing into his country a production that made a fortune for himself and his fellow-countrymen. Thus it is that those who do not allow themselves to be discouraged either by the dryness of study or the long expectation of their productions, arrive at immense results.—J. T.

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES. Who are the speakers in this selection?—Two young inhabitants of an island in the Pacific Ocean.
- TIME AND PLACE. Where does the conversation take place?—On board of a ship lately arrived from Europe.
 1. What did the youths find?—They found a grain of wheat on the deck of the ship.
 2. What did the older of the two say?—Wheat is a very useful plant, but what is the use of one grain?
 3. What did the wisacre then?—He disdainfully threw it away.
 4. What did his younger companion after?—He immediately picked it up.
 5. What did he with it?—He planted it, and bestowed upon it the most assiduous care.
 6. How much did it produce the first and the second harvest?—It produced a thimbleful the first harvest; a cupful, the second.
 7. What did he after the third harvest?—He distributed some grains among his friends.
2. WORDS AND ACTIONS.
 - What were the results of this youth's industry? Abundant harvests, and the honor of introducing into the country this most useful grain, which made a fortune for himself and his fellow-countrymen.
3. RESULT.
 - What lesson does this piece impart to youth?—That economy and industry are always rewarded with abundance.
- MORAL.

Questions and Suggestions.

21

1. What is *wheat*?—*Wheat is the seed of a plant of the same name.*
 2. What is made from *wheat*?—*Very fine flour, which is made into bread. Next to rice it is the grain most used by the human race.*
 3. Where is the Pacific Ocean?—*Between Asia and America. (Point it out on the map.)*
 4. What is a *ship*?—*A large sea-going vessel, furnished with a bowsprit, and three masts, a main-mast, a fore-mast, and a mizzen-mast.*
 5. What is the *deck* of a ship?—*The floor-like covering or division of a ship: large ships have two or three decks.*
 6. Where was the grain of wheat found?—*On the deck.*
 7. What is *Europe*?—*Europe is the smallest but most important division of the Old World or Eastern Hemisphere. (Point it out on the map.)*
 8. What is the opposite of *young*?—*Old.*
 9. What are *inhabitants*?—*People who live in a place.*
 10. What is an *island*?—*A portion of land surrounded by water.*
 11. What is the opposite of *useful*?—*Useless, worthless.*
 12. " " " *disdainfully?—Respectfully.*
 13. " " " *economical?—Extravagant.*
 14. " " " *hastened?—Delayed.*
 15. " " " *evening?—Morning.*
 16. " " " *night?—Day.*
 17. " " " *afternoon?—Forenoon.*
 18. " " " *midnight?—Noon.*
 19. What word might be used instead of *bestowed*?—*Gave.*
 20. What is the opposite of *assiduous*?—*Careless.*
 21. " " " *care?—Neglect.*
 22. What is meant by *harvest* in this piece?—*The wheat reaped.*
 23. Has *harvest* any other meaning?—*Yes: it is the season for gathering in the crops. Also the crops when gathered in.*
 24. What is a *thimble*?—*A kind of cap or covering for the finger, used in sewing, to protect the finger from the needle.*
 25. What is the meaning of *distribute*?—*To divide among.*
 26. What is the opposite of *distribute*?—*Collect, gather.*
 27. What is the meaning of *abundant*?—*Plentiful.*
 28. What is the opposite of *honor*?—*Dishonor.*
 29. What is the meaning of *introduce*?—*To bring in.*
 30. For what word is *production* used (11th line)?—*Wheat.*
 31. What is meant by *fortune* (12th line)?—*Wealth, riches.*
 32. What is the opposite of *fortune*?—*Misfortune.*
 33. " " " *discouraged?—Encouraged.*
 34. In what Province of Canada is wheat produced in greatest abundance?—*Ontario.*
-
35. Classify the nouns of the first sentence into proper and common?—*Pacific Ocean, Europe, p. n.; inhabitants, island, grain, wheat, deck, ship, c. n.*
 36. Of what person are all these nouns?—*Third person. Why?—(41)*
 37. How many of them are plural?—*One: inhabitants. How is its plural formed?—(46)*

Questions and Suggestions.

38. Name the words of two or more syllables in the second sentence.
—*Un-doubt-ed-ly* (4 s.), *ver-y* (2 s.), *use-ful* (2 s.), *old-er* (2 s.),
dis-dain-ful-ly (4 s.), *a-way* (2 s.).
39. Name the words of one syllable in the third sentence.—*His, more, to, pick, it, up.*
40. Mention the words of two syllables in the fourth sentence.—*Plant-ed, be-stowed, up-on.*
41. In the fifth sentence, name the words that contain two vowels.—*Har-vest, sec-ond, cup-ful, aft-er, some, grains, a-mong, friends.*
42. Tell whether *w* or *y* is a vowel or a consonant in the words in which it occurs in the sixth sentence. *Afterwards, c.; only, v.; country, v.; fellow, v.; countrymen, v.* Give the reason in each case.—(12, 18)
43. What words of two syllables, in the seventh sentence, contain four or five consonants?—*Dryness, 5 c.; immense, 4 c.; results, 5 c.*
44. What words in the selection contain diphthongs? Say whether each is proper or improper.—*Young, i.; ocean, i.; found, p.; grain, i.; wheat, i.; between, i.; Europe, i.; wheat, i.; undoubtedly, p.; said, i.; grain, i.; disdainfully, i.; 'hrew, i.; away, i.; companion, i.; assiduous, i.; about, p.; grains, i.; friends, i.; country, i.; fellow, i.; countrymen, i.; allow, p.; discouraged, i.; either, i.; expectation, i.; their, i.; productions, i.* (17, 19, 20, 21)
45. Is there a triphthong in the selection?—*Bestowed, i.* (18, 23)
46. Name the words of the seventh sentence that have a final *e* silent.
—*Those, arrive, immense.* (14, 16)
47. What name is given to the letters *J. T.* at the end of the selection?—*Initials.* (15)
48. What should be the form of the initials of proper names?—*They should be capitals.*

Exercises in Phraseology and Composition.

I. Tell the names of the substances of which the following articles may be made: a *penholder*, a *spoon*, *gloves*, a *vest*, a *bell*.

1. A *penholder* may be made of wood, bone, ivory, tin, silver, gold.
2. A *spoon* may be made of pewter, britannia, iron, wood, bone.
3. *Gloves* may be made of wool, cotton, skin, silk.
4. A *vest* may be made of cloth, linen, skin, silk, satin.
5. A *bell* may be made of copper, brass, silver, bell-metal.

II. Where do the *lion*, the *fox*, the *rabbit*, *little birds*, the *cricket*, seek shelter?

The *lion* seeks shelter in a den. The *fox* seeks shelter in a hole. The *rabbit* seeks shelter in a burrow. *Little birds* seek shelter in trees. The *cricket* seeks shelter in a chimney.

Phraseology and Composition.

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III. Place at the end of the sentence the part given at the beginning in Italics, and make any other necessary changes.—PUPIL'S EDITION:
The outcome of good hearts is *gratitude*.

Gratitude is the outcome of good hearts.
The love of God is *the first commandment*.
Benevolence is *the happiness of the rich*.
Peace of heart is *the sweetest of joys*.
Patience is *the sign of a great soul*.
Candor, docility, and simplicity are *the virtues of youth*.

Exercise on Homophonous Words.

IV.—1. Bait.	2. Bass.	3. Be.	4. Baro.
Baize.	Bass.	Bee.	Bear.
Bate.	Beer.	Beach.	Berry.
Bays.	Bier.	Beech.	Bury.

Where the dash occurs insert a suitable word taken from the above list.

1. He was induced to *bate* his expenses.
The fisherman put some *bait* on the hook.
There are many large *bays* in Canada.
The door was covered with green *baize*.
2. You will find the *bass* drum at the *base* of the pillar in the music-room.
The corpse was laid on the *bier*.
Beer is a fermented liquor.
3. *Be* as diligent as the *bee*.
Don't cut down that beautiful *beech*.
The *beach* is covered with shells.
4. That *bear* is a heavy load for the huntsman to *bear*.
The dog bit the boy's bare hand.
Bury that *berry* and a tree will grow from it.

V. Write a LETTER to YOUR PARENTS, giving them an account of what you are studying, and tell them how much you like your school. (See form of letter, p. 192, 193.)

NOTE.—The Teacher should give the pupils some hints on letter-writing before assigning them the V. Exercise. He might require the pupils to write on letter-paper, enclose it in an envelope, and address it properly.

LESSON XVI.—Plural of Nouns.

50. The following nouns ending in *f*, change *f* into *v* and add *es* to form the plural: *beef, calf, elf, half, leaf, loaf, self, sheaf, shelf, thief, wolf*; as, *beeves, calves, etc.*

51. The following nouns ending *fe*, change *f* into *v* before adding *e*, to form the plural: *knife, life, wife*; as, *knives*.

50. How is the plural of nouns ending in *f* formed?—51. Those ending in *fe*?

I. Plural of Nouns.—Give the plural of the nouns.—*This exercise should be performed orally with the books closed.*

1. Wife,	<i>Wives.</i>	3. Life,	<i>Lives.</i>
Calf,	<i>Calves.</i>	Half,	<i>Halves.</i>
Knife,	<i>Knives.</i>	Self,	<i>Selves.</i>
Beef,	<i>Beeves.</i>	Shelf,	<i>Shelves.</i>
Loaf,	<i>Loaves.</i>	Wharf,	<i>Wharfs.</i>
2. Muff,	<i>Muffs.</i>	4. Gull,	<i>Gulls.</i>
Proof,	<i>Proofs.</i>	Dwarf,	<i>Dwarfs.</i>
Handkerchief,	<i>Handkerchiefs.</i>	Wolf,	<i>Wolves.</i>
Half,	<i>Halves.</i>	Safe,	<i>Safes.</i>
File,	<i>Files.</i>	Hooft,	<i>Hoofs.</i>

II. Sentences to be completed.—Tell what fruit the tree named produces.—*The exercise may be performed orally by inverting the order; as, What tree produces chestnuts? The chestnut-tree.*

1. The chestnut-tree produces *chestnuts*.
The apple-tree produces *apples*.
The oak produces *acorns*.
The orange-tree produces *oranges*.
The hazel produces *hazel-nuts*.
2. The pear-tree produces *pears*.
The peach-tree produces *peaches*.
The hawthorn produces *haws*.
The mulberry-tree produces *mulberries*.
The currant-tree produces *currants*.
3. The date-tree produces *dates*.¹
The rowan-tree produces *sorbs*.
The fig-tree produces *figs*.
The black-thorn produces *sloes*.
The cherry-tree produces *cherries*.
4. The plum-tree produces *plums*.
The lemon-tree produces *lemons*.
The vine produces *grapes*.
The cacao produces *chocolate*.
The cocoa produces *cocoa-nuts*.

III. Write in the plural the words in Italics.—Divide the *loaves*.—Give *proofs*.—The *hoofs* of the horses must be sore after running so far.—Skin the *calves*.—Put the *enemies* to flight.—What have the children done with the *toys*?—Send the *handkerchiefs* to the washing.—Close the doors of the *porches*.—They are visiting the *churches*.—The *generals* commanded the *armies* to meet on the *plains*.

Oral Conjugation.—*Potential Present.*—I may be, thou mayest be, he may be; we may be, you may be, they may be.

1. Often in this country called *rowans*.

LESSON XVII.—Plural of Nouns.

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52. The following nouns form their plural thus:—

<i>Singular.</i>	<i>Plural.</i>	<i>Singular.</i>	<i>Plural.</i>
Child,	Children.	Mouse,	Mice.
Foot,	Feet.	Ox,	Oxen.
Goose,	Geese.	Tooth,	Teeth.
Man,	Men.	Woman,	Women.

52. Spell the plural of child, foot, goose.....

I. Write or spell the words of this section in the singular.—
This exercise should be given orally with the books closed.

1. Teeth,	Tooth.	3. Oxen,	Ox.
Mice,	Mouse.	Horses,	Horse.
Pianos,	Piano.	Feet,	Foot.
Geese,	Goose.	Moneys,	Money.
Matches,	Match.	Armies,	Army.
2. Children,	Child.	4. Eyes,	Eye.
Women,	Woman.	Stomachs,	Stomach.
Ladies,	Lady.	Peaches,	Peach.
Potatoes,	Potato.	Folios,	Folio.
Skies,	Sky.	Trenches,	Trench.

II. Sentences to be completed.—Where the dash occurs, insert a proper noun that will complete the sense.

- God punished Adam and Eve for their disobedience.
Cain, moved by jealousy, killed his brother Abel.
Noe and his family were saved from the deluge.
God rewarded the fidelity of Abraham by giving him a son whom he named Isaac.
- In the midst of his afflictions Job manifested resignation and patience.
Jesse led the Israelites into the Promised Land.
David knocked down Goliath with a stone from his sling.
Solomon had the honor of building the temple of Jerusalem.
- St. Bridget is the patroness of Ireland.
By the prayers of his mother, St. Monica, St. Augustine was converted.
Clotilde was the founder of the French monarchy.
By his wisdom, St. Louis was the happiness of France.

III. Write in the plural the words in Italics.—Keep your vows faithfully.—Feed the geese.—Cook the peaches, potatoes, turnips, carrots.—The cat is running after the rats, the mice.—Page the folios.—Tie the horses in the stables.—Send the handkerchiefs to the laundry.—What has become of the ploughs and the harrows?—Where have you left the rakes? In the barns.

Oral Conjugation.—Potential Present.—I may have, thou mayest have, he may have; we may have, you may have, they may have.

LESSON XVIII.—Numbers of Nouns.

53. The names of things weighed or measured are generally used in the singular number only; as, *flour, ale, rye, barley, tea*,¹ etc.

54. *Alms, mathematics, and news* are used in the singular only.

55. Some nouns are used in the plural only. The most ordinary are: *Annals, ashes, bellows, billiards, bowels, compasses, entrails, measles, oats, pants*,² *pincers, scissors, snuffers, thanks, tongs, trousers, vespers, wages*.

53. Things weighed or measured are of what number?—54. Name some nouns that are used in the singular only.—55. Name some nouns that are used in the plural only.

I. Numbers of Nouns.—Indicate orally or by means of the letters *s.* or *p.* whether the nouns of this section are used in the singular or plural.

1. *Wages, p.*
Alms, s.
Barley, s.
Rye, s.
Annals, p.

2. *Rice, s.*
Sugar, s.
Oats, p.
Mathematics, s.
Measles, p.

3. *Thanks, p.*
Scissors, p.
Wheat, s.
Potatoes, p.
Parsley, s.

4. *Billiards, p.*
Tongs, p.
News, s.
Pincers, p.
Raisins, p.

II. Sentences to be completed.—Replace the dash with a suitable word from the list given.

1. Powder and *shot* are used to kill game.

A needle and *thread* are used to embroider.

A bridle and *reins* are used to drive a horse.

To build a wall, mortar and *stones* are used.

To paint a picture, paints and *pencils* must be used.

To fatten iron, an anvil and a *hammer* must be used.

2. To be loved, we must be meek and *good*.

To persevere in virtue, a Christian must have recourse to *prayer* and the *sacraments*.

To be a good son, respect and *docility* must be practiced.

To enjoy good health, we must practice sobriety and take *exercise*.

To learn, time and hard *work* are necessary.

To be a good friend, one must be devoted and *virtuous*.

III. Write the italicized nouns in the singular.—The *army* left the field.—Show me your *sugar*.—Attend to your *child*.—Love your *duty*.—Obey the *law*.—Look at the *monkey* climbing the *tree*.—Give the *fan* to the *lady*.—Light the *torch*.—Tune the *piano*.—Mend the *shoe*.—Drive the *ox*.—Eat the *tomato*.—Cover the *box*.—Assist at *Mass*.—Give me the *match*.—Spread the *ashes*.³

Oral Conjugation.—Potential Past.—I might be, thou mightst be, he might be; we might be, you might be, they might be.

1. In some constructions, such words as *tea, ale, etc.* may be used in the plural; as, *How many kinds of teas have you?*—Show me your *ales*. 2. A popular abbreviation of *pantaloon*s. 3. Why not give the singular of *ashes*?—It is not used in the singular (No. 55)

LESSON XIX.—Plural of Nouns.

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56. The plural of **Compound Nouns** is formed by varying the principal word; as, *step-son, step-sons; brother-in-law, brothers-in-law.*

57. **Compound Nouns** ending in *ful* follow the general rule; as, *mouthful, mouthfuls; spoonful, spoonfuls.*

58. Some nouns are alike in both numbers; as, *deer, sheep, swine.*

59. How is the plural of **Compound Nouns** formed?—57. **Compound Nouns** ending in *ful*?—58. Name some nouns that are alike in both numbers.

I. Plural of Nouns.—Give the plural of the nouns of this section.

1. Father-in-law,	<i>Fathers-in-law.</i>	2. Deer,	<i>Deer.</i>
Step-daughter,	<i>Step-daughters.</i>	Salmon,	<i>Salmon.</i>
Son-in-law,	<i>Sons-in-law.</i>	Trout,	<i>Trout.</i>
Cousin-german,	<i>Cousins-german.</i>	Cupful,	<i>Cupfuls.</i>
Spoonful,	<i>Spoonfuls.</i>	Daughter-in-law,	<i>Daughters-in-law.</i>
Glassful,	<i>Glassfuls.</i>	Account-book,	<i>Account-books.</i>

II. Sentences to be completed.—Where the dash occurs insert a noun that will complete the sense.

- The sons or daughters of brothers or sisters are called *cousins-german*.
Put a spoonful of sugar into his tea.
The fisherman caught *salmon*.
A step-daughter should be respectful towards her *step-father*.
- The *deer* with long antlers was shot by the huntsman.
He drank two *glassfuls* of water.
A good book-keeper has his *account-books* always in order.
Our Lord fed five thousand persons with five loaves and two *fishes*.

III. Write in the plural the nouns in *Italics*.—Give the children *holidays*.—The cat killed the *mice*.—Smoke is coming from the *chimneys*.—The huntsman has killed the *deer*.—Give the *ladies* the *seats*.—Light the *matches*.—The *boys* killed the *foxes*.—Did you see the *lynxes*?—Look at the *lasses* playing.—The *women* fled immediately.—They drank the milk that was in the *glasses*.—The *daughters-in-law* went to the concert.—The *book-keepers* closed the accounts.—Give him the *tomatoes* and the *turnips*.—Put the *rice* into the pot.—Have you any *views*?—What have you done with the *billiards*?—Tune the *pianos*.—Invite the *nuncios*.

Oral Conjugation.—*Potential Past*.—I might have, thou mightest have, he might have; we might have, you might have, they might have.

Literary Selection for Explanation and Study.

MIGHT AND RIGHT.

- A Heifer, her sister, the Sheep, and a Goat,
 With the lord of the manor, a Lion of note,
 In days of yore, a paction swore,
 To join their store, be the same less or more,
 And their losses and gains to divide by four.
 A deer was caught in the snares of the Goat,
 Who immediately sends
 To summons his friends;
 They willingly come on their prey to glout.
 The Lion began on his nails to count;
 He held up his paw,
 And laid down the law,
 Deciding in quarters to send it out.
 In so many pieces he shared the prey:
 "I hold the *first*," he cried, "as lord;
 It belongs to my title, and none dare say,
 Upon that score, an objecting nay;
 The *second* too—to me as my due,
 Does the right of my strength allot;
 The *third* I claim in my valor's name,
 Be wise, and dispute it not;
 If you dare so much as the *fourth* to touch,
 I'll strangle you on the spot."
 Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES.

Who are the actors in this selection?—*A heifer, a sheep, a goat, and a lion.*

TIME AND PLACE.

When and where did the event take place?—*In days of yore, and in their manor.*

2. WORDS AND ACTIONS.

- To what did the company agree?—*They agreed to share equally one another's losses and gains.*
- With what good fortune did the goat soon meet?—*A deer was caught in his snares, upon which he called a meeting of his friends to let each have his share, and they immediately accepted the invitation.*
- Who was the chief actor at the meeting?—*The lion, who decided to divide the carcass into quarters, but kept the four quarters for himself.*
- On what claim did he say he was entitled to the first quarter?—*As lord. The second?—On his strength. The third?—In his valor's name.*
- With what threat did he take the fourth?—*Of putting his three companions to death on the spot.*

Literary Analysis.

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3. RESULT.

What did the lion gain by the compact and by his own superior strength?—He kept the four quarters of the deer for himself.

MORAL.

What lesson may be derived from this fable?—Never to enter into an agreement without mature deliberation, and never to place one's self at the mercy of powerful and unscrupulous persons, for might generally finds a way to prove its right.

Questions and Suggestions.

1. What is the meaning of the lord of the manor in this place?—The lion, who acted as ruler of the field or the forest.
2. What title is given to the lion?—King of the forest.
3. Why this name?—On account of his strength and his majestic appearance.
4. What is the meaning of manor?—The estate of a lord.
5. What is meant by a lion of note?—One that has a great name.
6. Express the third line in other words.—In olden times made an agreement.
7. What is meant by to join their store?—To unite their property, to share one another's gains and losses.
8. What is a deer?—A wild animal. What is his flesh called?—Venison.
9. What is a snare?—A trap to catch wild animals.
10. Express the eighth line otherwise.—To call a meeting of the company.
11. What is prey?—Something seized by violence to be devoured.
12. What other word has the same meaning as gloat?—To gaze.
13. What is the proper name for the nails of the lion?—Claws.
14. Why did the others allow the lion to decide?—Because he was recognized as lord.
15. What is the meaning of decide?—To determine, to settle.
16. Use another word for share.—Divide.
17. Why did the lion say he would divide it in quarters?—To make it appear at first that he was going to divide it equally, and that he might have time to eat all. If not, the other animals might have taken a share and escaped from him when he was eating.
18. Why did the lion take all?—Because he was a glutton.
19. What is a title?—A claim of right, sometimes of assumed right.
20. What is the meaning of dare?—To defy, to challenge.
21. What is the meaning of score in this place? (17th line)—Reckoning.
22. What is the meaning of nay?—No.
23. What word might be used in place of too?—Also.
24. Express the eighteenth and nineteenth lines differently.—The second belongs to me on account of my strength.
25. What words might be used instead of valor?—Bravery, prowess, courage.
26. Why did he say: Be wise and dispute it not?—Lest he might devour them.

Questions and Suggestions.

27. What is the meaning of *dispute*?—*Contend, disagree.*
28. Express the meaning of the last two lines in other words.—*If you take the fourth, I'll tear you to pieces.*
29. Mention the nouns in the first five lines.—*Heifer, sister, sheep, goats, lord, manor, lion, note, days, paction, store, losses, gains.*
30. How many of these are in the plural number?—*Days, losses, gains.*
31. Why add *s* only for the plural of *day*?—(46, 49)
32. Why add *es* to form the plural of *loss*?—(47)
33. Name the words of more than two syllables from the 6th line to the 10th inclusive.—*Im-me-di-ate-ly, 5; will-ing-ly, 3.*
34. Name the words of two syllables from the 11th line to the 15th inclusive.—*Quar-ters, man-y, piec-es.*
35. From the 16th line to the 20th, name the monosyllables that contain three consonants.—*That, score, claim.*
36. For what are the marks used before the 15th line?—*To show that the lion commences to speak.*
37. What name is given to these marks (" ")?—*Quotation marks.*

Exercises in Phraseology and Composition.

I. Give the names of objects that are sold by a confectioner, a hatter and furrier, a fruiterer, an upholsterer, a stationer, a haberdasher, a grocer, a mercer.

1. The confectioner sells *candies, gum drops, lozenges, tarts, pies*, and other confectioneries.
2. The hatter and furrier sells *hats, caps, muffs*, and other furs.
3. A fruiterer sells *apples, oranges, figs, lemons, bananas, pine-apples, melons, grapes*.
4. An upholsterer sells *beds, mattresses, curtains*.
5. A stationer sells *paper, envelopes, pens, inkstands, pencils, books*.
6. A haberdasher sells *ribbons, tape, pins, needles, thread*.
7. A grocer sells *tea, sugar, pepper, cinnamon, coffee, cocoa, chocolate*.
8. A mercer sells *silks and woolens*.

II. Tell on what the following animals feed: the *tiger*, the *bee*, the *pigeon*, the *swallow*, the *squirrel*, the *sheep*, the *nightingale*, the *shark*.

The *tiger* feeds on *flesh*. The *bee* feeds on the *juice of flowers*. The *pigeon* feeds on *grains*. The *swallow* feeds on *insects*. The *squirrel* feeds on *nuts and other fruits*. The *sheep* feeds on *grass*. The *nightingale* feeds on *worms*. The *shark* feeds on *smaller fishes*.

Phraseology and Composition.

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III. Transfer to the end of the sentence the portion given at the beginning in Italics. PUPIL'S EDITION: *The queen of virtues is charity.*

Charity is the queen of virtues.

Sloth is the mother of vice.

Ingratitude is the most odious of vices.

Love for his family is one of the virtues of the well-bred child.

Rome is the capital of the Christian world.

Exercise on Homophonous Words.

- | | | | |
|--------------|----------|-----------|----------|
| IV.—1. Beat. | 2. Boar. | 3. Braid. | 4. Cain. |
| Beet. | Board. | Brayed. | Cane. |
| Berth. | Bore. | Buy. | Cannon. |
| Birth. | Bored. | By. | Canon. |

Where the dash occurs insert a suitable word from the above list.

1. The *berth* I slept in last night is narrow.
She was blind from her *birth*.
The gardener sold a *beet* that weighed two pounds.
The Torontos will *beat* the Kingstonians at the game of shinty
2. *Bore* a hole in the nose of that *boar*.
The carpenter *bored* a hole in the *board*.
3. Catharine sewed on the *braid*.
The ass *brayed*.
Buy me a pony.
James was *beaten* by John.
4. *Cain* was cursed by God.
That man's *cane* is black.
The fort is surmounted with *cannons*.
A *canon* is a rule or law.

V. Write a composition about the **BLACKBOARD**.

59. **Genders**, in Grammar, are modifications that distinguish objects in regard to sex.

60. There are three genders; the *Masculine*, the *Feminine*, and the *Neuter*.

61. The **Masculine Gender** is that which denotes persons or animals of the male sex; as, *man*, *horse*.

62. The **Feminine Gender** is that which denotes persons and animals of the female sex; as, *woman*, *cow*.

63. The **Neuter Gender** is that which denotes objects that are neither male nor female; as, *stone*, *water*.

59. What are Genders in Grammar?—60. How many genders are there, and what are they called?—61. What is the Masculine Gender?—62. What is the Feminine Gender?—63. What is the Neuter Gender?

I. Genders.—State orally or by means of the letters *m.*, *f.*, or *n.*, whether the noun is masculine, feminine, or neuter.

1. King, *m.*
Queen, *f.*
General, *m.*
Captain, *m.*
Nephew, *m.*

3. Dressmaker, *f.*
Milliner, *f.*
Embroiderer, *f.*
Lion, *m.*
Hen, *f.*

5. Horse, *m.*
• Mistress, *f.*
House, *n.*
Knowledge, *n.*
Duck, *f.*

2. Judge, *m.*
Lady, *f.*
Countess, *f.*
Princess, *f.*
Tailor, *m.*

4. Tiger, *m.*
Cat, *f. and m.*
Word, *n.*
Science, *n.*
Peacock, *m.*

6. Mare, *f.*
Mason, *m.*
Problem, *n.*
Stove, *n.*
Tongue, *n.*

II. Sentences to be completed.—Where the dash occurs insert a word that will complete the sense.

1. Be attentive to your *lessons*.
Be submissive to the civil *authorities*.
Be devoted to your *country*.
Be thankful for *favours*.

3. Resist *pride*.
Honor old *age*.
Give to the *poor*.
Be faithful to your *promises*.

2. Renounce *evil*.
Be submissive to the *law*.
Be prompt in your *calculations*.
Be punctual to *obedience*.

4. Obey your *masters*.
Be faithful to your *duties*.
Do not give way to *sloth*.
Be always obliging and *polite*.

III. Indicate the gender of the nouns by placing (*m.*), (*f.*), or (*n.*) after each.—Constant labor (*n.*) is rewarded.—The orphan (*m.* or *f.*) is worthy of pity (*n.*).—The innocent child (*m.* or *f.*) is blessed by God.—A fault (*n.*) acknowledged is half pardoned.—Labor (*n.*) conquers all things (*n.*).—The dove (*f.*) is the emblem of simplicity.

Oral Conjugation.—*Potential Perfect.*—I may have been, thou mayst have been, he may have been: we may have been, you may have been, they may have been.

LESSON XXII.—Nouns.—Gender.

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64. The sexes are distinguished in three ways:—

I.—Distinction of Sex by Different Words.

Male.	Female.	Male.	Female.
Bachelor,	Maid.	Landlord,	Landlady.
Boy,	Girl.	Lord,	Lady.
Brother,	Sister.	Man,	Woman.
Buck,	Doe.	Master,	Mistress.
Bull,	Cow.	Master,	Miss.
Cock,	Hen.	Mister (Mr.),	Mistress or
Drake,	Duck.		Missis (Mrs.).
Earl,	Countess.	Nephew,	Niece.
Father,	Mother.	Papa, ¹	Mamma. ¹
Friar or Monk,	Nun.	Ram,	Ewe.
Gander,	Goose.	Sir,	Madam.
Gentleman,	Lady.	Son,	Daughter.
Hart,	Roe.	Stag,	Hind.
Horse,	Mare.	Steer,	Heifer.
Husband,	Wife.	Uncle,	Aunt.
King,	Queen.	Wizard,	Witch.
Lad,	Lass.		

64. How are the sexes distinguished?—What is the female of Bachelor?.....
 Boy?..... Brother?.....

I. **Genders.**—Give the masculine.—*This exercise should be performed orally with the books closed.*

1. Goose,	Gander.	3. Hen,	Cock.
Niece,	Nephew.	Roe,	Hart.
Heifer,	Steer.	Wife,	Husband.
Mare,	Horse.	Ewe,	Ram.
2. Missis,	Mister.	4. Doe,	Buck.
Lady,	Lord, Gentleman.	Countess,	Earl.
Witch,	Wizard.	Queen,	King.
Mistress,	Master.	Duck,	Drake.

II. **Indicate the gender of the nouns.**—He stabbed the hart (*m.*) with a dagger (*n.*).—Do you see the ewe (*f.*)?—The heifer (*f.*) is grazing in the meadow (*n.*).—The witch (*f.*) is telling the young man (*m.*) his fortune (*n.*).—The ducks (*f.*) are swimming in the pond (*n.*).—The bull (*m.*) was goring the dog (*m.*).—The nun (*f.*) is reciting the rosary (*n.*).—The landlady (*f.*) is visiting her tenants (*m. f.*).—He has gone to see his aunt (*f.*).

Oral Conjugation.—Potential Perfect.—I may have had, thou mayst have had, he may have had; we may have had, you may have had, they may have had.

1. Often abbreviated to *Pa, Ma.*

66. II.—Distinction of Sex by Different Terminations.

<i>Male.</i>	<i>Female.</i>	<i>Male.</i>	<i>Female.</i>
Abbot,	Abbess.	Marquis,	Marchioness.
Actor,	Actress.	Negro,	Negress.
Baron,	Baroness.	Patron,	Patroness.
Bridegroom,	Bride.	Prior,	Prioress.
Count,	Countess.	Prophet,	Prophetess.
Czar,	Czarina.	Protector,	Protectress.
Duke,	Duchess.	Prince,	Princess.
Emperor,	Empress.	Shepherd,	Shepherdess.
Governor,	Governess.	Songster,	Songstress.
Hero,	Heroine.	Tailor,	Tailoress.
Heir,	Heiress.	Tiger,	Tigress.
Lion,	Lioness.	Widower,	Widow.

66. How is the second distinction of sex made?—What is the female of Abbot?..... Actor?.....

I. **Genders.**—Give the masculine.—*This exercise should be performed orally or on copies with books closed, the Teacher dictating.*

1. Widow,	Widower.	2. Heroine,	Hero.
Duchess,	Duke.	Bride,	Bridegroom.
Songstress,	Songster.	Lioness,	Lion.
Negress,	Negro.	Czarina,	Czar.
Tailoress,	Tailor.	Heiress,	Heir.
		Governess,	Governor.

II. **Sentences to be completed.**—Where the dash occurs insert a word that will complete the sense.

1. She was *heiress* to her father's estate.
The *negro* comes originally from Africa.
The *Marquis* of Lorne was Governor-General of Canada.
The *Princess* Louise is one of the daughters of *Queen* Victoria.

2. The *Duke* of Magenta was President of France.
The *Emperor* Napoleon I. died on the Island of St. Helena.
The *prior* of the monastery has grown gray in God's service.
The *Prophet* Elias is not yet dead.

III.—Change into the feminine the nouns that are underlined.—
The *bride* was sitting in the carriage.—The *tigress* is a fierce animal.
—The *shepherdess* is tending the sheep.—The *heroine* is worthy of
honour.—The *baroness* is visiting the estate.—The *patroness* is kind and
obliging.

Oral Conjugation.—*Potential Pluperfect.*—I might have been, thou mightest have been, he might have been; we might have been, you might have been,

66. III.—The sex is sometimes distinguished by using a word of the masculine or feminine gender before the noun.

Male.	Female.	Male.	Female.
<i>Buck-rabbit,</i>	<i>Doe-rabbit.</i>	<i>Male-child,</i>	<i>Female-child.</i>
<i>Cock-sparrow,</i>	<i>Hen-sparrow.</i>	<i>Man-servant,</i>	<i>Maid-servant.</i>
<i>He-goat,</i>	<i>She-goat.</i>	<i>Male-descend-</i>	<i>Female-descend-</i>
		<i>ants,</i>	<i>ants.</i>

66. How is the sex sometimes distinguished?—What is the female of Buck-rabbit?..... Cock-sparrow?.....

I. **Genders.**—Give the masculine.—*This exercise should be performed orally or on copies with the books closed, the Teacher dictating.*

1. Female-descend- ants.	Male-descendants.	3. Hen-sparrow,	<i>Cock-sparrow.</i>
Nun,	<i>Friar or Monk.</i>	She-goat,	<i>He-goat.</i>
Shepherdess,	<i>Shepherd.</i>	Maid-servant,	<i>Man-servant.</i>
Doe-rabbit,	<i>Buck-rabbit.</i>	Princess,	<i>Prince.</i>
Protectress,	<i>Protector.</i>	Governess,	<i>Governor.</i>
2. Lass,	<i>Lad.</i>	4. Empress,	<i>Emperor.</i>
Madam,	<i>Sir.</i>	Aunt,	<i>Uncle.</i>
Goose,	<i>Gander.</i>	Miss,	<i>Master.</i>
Witch,	<i>Wizard.</i>	Helper,	<i>Steer.</i>
Countess,	<i>Earl.</i>	Widow,	<i>Widower.</i>

II. **Sentences to be completed.**—Where the dash occurs insert a word that will complete the sense.

1. The *witch* told the young man his fortune.
There is a *she-goat* grazing on the hill.
The *man-servant* (groom) is harnessing the horse.
The *Earl* of Duferin was one of the most popular *governors* of Canada.
2. The *Prince* of Wales is *heir* to the crown of England.
A *doe-rabbit* has run into the burrow.
Did you see the *cock-sparrow* on the branch of the tree?
The *abbot* has just admitted a *postulant* into the *monastery*.

III. **Change the italicized nouns into the masculine.**—A *ram* is grazing in the meadow.—The *earl* is driving in the barouche.—The *czar* has gone to Moscow.—The *lord* is out riding.—The *negro* has gone to Africa.—The *actors* are going to play "St. Louis in Chains" this evening.—The *hart* is lying under a tree.—The *stag* is on the mountain.—The *male-child* is lost.—The *cock-sparrow* has flown into the woods.—The *protector* of the orphans will visit them to-morrow.—The *emperor* is dying.—The *duke* is singing.

Oral Conjugation.—*Potential Pluperfect.*—I might have had, thou mightst have had, he might have had; we might have had, you might have had, they might have had.

Literary Selection for Explanation and Study.

THE WILL OF GOD.

I worship Thee, sweet Will of God!
And all Thy ways adore,
And every day I live, I seem
To love Thee more and more.

When obstacles and trials seem
Like prison walls to be,
I do the little I can do,
And leave the rest to Thee.

He always wins who sides with God,
To him no chance is lost;
God's will is sweetest to him when
It triumphs at his cost.

Ill that He blesses is our good,
And unblest good is ill;
And all is right that seems most wrong,
If it be His sweet will.

—F. W. Faber.
(1814—1863.)

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES.

Who is the speaker in this selection?—*A good Christian.*

TIME AND PLACE.

When and where does the Christian give such testimony of his reverence for his Creator?
—*Always and everywhere, but particularly in his daily devotions.*

2. WORDS AND ACTIONS.

1. What does the Christian say in the first stanza?—*He says he worships God's holy will, adores His ways, and loves Him more and more every day.*
2. What does he say in the second stanza?—*He says that in obstacles and trials he does what he can, and trusts in God for success.*
3. What does he say in the third stanza?—*He says whoever tries to please God always succeeds in his undertakings, and that God's will is most pleasing to him when it contradicts his own.*
4. What is said in the fourth stanza?—*Ill blessed by God turns to our good, and good not blessed by Him turns to be ill, and all that seems most wrong is right if it be His holy will.*

Literary Analysis.

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3. RESULT.

What result does the Christian obtain who conforms himself entirely to the will of God?
—Perfect calmness and peace in all the difficulties of life.

MORAL.

What lesson does this piece teach us?—To adore the will of God in all the occurrences of life.

Questions and Suggestions.

1. What does the first line contain?—*The moral of the piece.*
2. What is meant by a moral?—*The practical lesson which any thing is designed or fitted to teach.*
3. What is the meaning of worship in this place?—*To adore, to offer supreme homage.*
4. Why is the first letter of *Thee* a capital?—*Because it refers to "Will of God."*
5. What is the name of the punctuation mark at the end of the first line?—*An Exclamation. (211)*
6. What is the meaning of *seem*?—*To appear.*
7. In the fourth line, *Thee* represents what word?—*The will of God.*
8. Give words having nearly the same meaning as *obstacles and trials*?—*Difficulties and troubles.*
9. What is a *prison*?—*A place of confinement for criminals.*
10. What is the opposite of *always*?—*Never.*
11. " " " *wins*?—*Loses.*
12. " " " *sides* (9th line)?—*Opposes.*
13. What is the meaning of *chance*?—*Opportunity, an unforeseen occurrence.*
14. What is the opposite of *lost*?—*Gained.*
15. Change *no* and *lost* in the tenth line without altering the meaning?—*To him every chance is gained.*
16. Change *when* in the eleventh line without altering the sense.—*At the time that.*
17. What is the meaning of *triumphs* (12th line)?—*Obtains a victory.*
18. What word conveys about the same meaning as *cost*?—*Expense.*
19. Give two or three words conveying about the same meaning as *ill*?—*Evil, misfortune, pain.*
20. Change the fourteenth line, using two words instead of *unblest*, but conveying the same meaning.—*And good not blessed is ill.*
21. In the fifth line, use another word for *seem*.—*Appear.*
22. Would it spoil the poetry to use *appear* instead of *seem*?—*Yes, because the line would be one syllable too long.*
23. Why?—*Because appears is a dissyllable, and the fifteenth line should contain the same number of syllables as the thirteenth.*
24. Mention the nouns of the neuter gender in the first stanza.—*Will, ways, day.*
25. Why is *s* only added to form the plural of *way, day*?—(46, 49)

26. Name the plural nouns of the second stanza.—*Obstacles, trials, walls.*
27. Why is the plural of these nouns formed by adding *s* only?—(46)
28. Point out the words of two syllables in the third stanza.—*Al-ways, sweet-est, tri-umphs.*
29. Point out the words that contain diphthongs in the fourth stanza.
Our, p.; good, i.; seems, i.; sweet, i.
30. Is *w* a vowel or a consonant in the words in which it occurs in the 4th stanza?—*It is a consonant in every case in which it occurs.*
31. How many proper nouns are there in the selection?—*Two: God and Will (personified).*

Exercises in Phrasology and Composition.

I. Give the names of several nouns that may be called *drinks, vegetables, flowers, fishes, trees, quadrupeds, diseases.*

1. **DRINKS.**—Water, wine, lemonade, tea, beer, brandy, cider, coffee, chocolate, cocoa, ale, are *drinks*.
2. **VEGETABLES.**—Cabbage, cauliflower, turnips, parsnips, carrots, asparagus, parsley, onions, are *vegetables*.
3. **FLOWERS.**—The violet, the rose, the lily, the tulip, the sweet-william, the dahlia, are *flowers*.
4. **FISHES.**—The trout, the herring, the salmon, the cod, the mackerel, the tomcod, are *fishes*.
5. **TREES.**—The oak, the pine, the maple, the chestnut, the poplar, the willow, the spruce, the elm, the beech, the birch, are *trees*.
6. **QUADRUPEDS.**—The horse, the ass, the ox, the lion, the elephant, are *quadrupeds*.
7. **DISEASES.**—Fever, rheumatism, small-pox, measles, jaundice, cholera, are *diseases*.

II. Tell by whom the following implements are used: a *sword*, a *spade*, a *pick*, a *shovel*, a *plough*, a *sickle*, a *scythe*.

A *sword* is used by a soldier. A *spade* is used by a gardener. A *pick* is used by an excavator. A *shovel* is used by a laborer. A *plough* is used by a husbandman. A *sickle* is used by a reaper. A *scythe* is used by a mower.

III. Place at the end of the sentence the words given at the beginning in *Italics*, and make any other necessary changes. *Pupil's Edition*: Among the wicked it is not easy to remain good.

It is not easy to remain good *among the wicked*.
 Raise your heart to God often *during the day*.
Sloth is the parent of idleness.
 Obstacles are overcome *by perseverance*.
 The Canadians are remarkable *for their industry*.

Exercise on Homophonous Words.

- | | | | |
|----------------|-------------|------------|------------|
| IV.—1. Canvas. | 2. Ceiling. | 3. Cellar. | 4. Clause. |
| Canvass. | Cell. | Choir. | Claws. |
| Coil. | Sealing. | Quire. | Close. |
| Seal. | Sell. | Seller. | Clothes. |

Where the dash occurs insert a suitable word taken from the above list.

1. Did he *canvass* the city at the last elections?
 Sails are made of *canvas*.
Cell the room with plaster.
Seal that letter before posting it.
2. The lamp hangs from the *ceiling*.
Sealing-wax was formerly used for *sealing* all letters.
 The hermit is praying in his *cell*.
 Did he *sell* the horse?
3. That *seller* of old wares lives in a *cellar*.
 The organist brought a *quire* of music paper to the *choir*.
4. Parse the first *clause*.
 A cat has *claws*.
Close the door.
 Brush your *clothes*.

V. Write a composition on DUTIES TO ONE'S SELF.

67. Cases, in Grammar, are modifications that distinguish the relations of nouns and pronouns to other words.

68. There are three Cases; the *Nominative*, the *Possessive*, and the *Objective*.

69. The *Nominative Case* is that form or state of a noun or pronoun which usually denotes the subject of a finite verb; as, "Solomon succeeded David."—"I play."

70. How to find the *Nominative*.—The Subject of a *finite verb* is that which answers to the question with *who* or *what* before the verb; as, "Solomon succeeded David." *Who* succeeded David? *Solomon*.—"I play." *Who* plays? *I*.—"The table was struck." *What* was struck? *The table*.—*Solomon*, *I*, and *table* are in the *nominative case*.

71. What are Cases in Grammar?—68. How many Cases are there?—69. What is the *Nominative Case*?—70.—How can you find the *Nominative*?

I. Nominative Case.—Where the dash occurs insert a suitable nominative.

1. The ungrateful son is the shame and affliction of his family.
Charitable people are blessed by God and men.
Eternal happiness is the reward of a holy life.
Christian courage begets heroic devotedness.
The well-bred child never acts impolitely.
2. Laborious youth is the best preparation for happy old age.
Prayer draws down upon us the divine blessing.
The true Christian follows the law of the Gospel.
The quarrelsome person is never liked.
Pupils should prepare their home lessons well.

II. Underline the Nominatives.—Coaches, carriages, wagons, gigs, barouches, buggies, chaises, gladstones, and clarences may be seen at the coach-maker's.—Saddles, bridles, blinkers, reins, traces, stirrups, spurs, halters, whips, breeching, and whole sets of harness are sold by the saddler.—The wheelwright makes wheels, carts, wagons, wheelbarrows, and buckboards.—The ax-tree of the wagon and the spokes of the wheels are broken.—The jockey has an excellent Kentucky horse, a Mexican mule, and a lazy ass.—The veterinarian is a doctor who attends to the diseases of cattle.

Oral Conjugation.—*Subjunctive Present*.—If I be, if thou be, if he be; if we be, if you be, if they be.

LESSON XXVII.—Nouns.—The Possessive Case. 41

71. The **Possessive Case** is that form or state of a noun or pronoun which usually denotes the relation of property; as, *the boy's book*; *my book*.

72. The possessive case of nouns is formed, in the singular, by adding an *apostrophe* and an *s* to the nominative; as, *the man's coat*.

73. When the nominative plural ends in *s*, the apostrophe alone is added to form the possessive; as, *the ladies' fans*.

74. When the nominative plural does not end in *s*, the possessive case is formed in the same manner as the singular: as, "*Children's toys are precious to them*."

71. What is the Possessive Case?—72. How is the possessive case of nouns formed in the singular?—73. When the plural ends in *s*, how is the possessive plural formed?—74. When the plural does not end in *s*, how is the possessive plural formed?

I. Possessives.—Give the possessive.

1. Man,	Man's.	3. Church	Church's.
Day,	Day's.	Ladies,	Ladies'.
Heresy,	Heresy's.	Flies,	Flies'.
Herc,	Herc's.	Men,	Men's.
Volcano,	Volcano's.	Churches,	Churches'.
Arch,	Arch's.	Volcanoes,	Volcanoes'.
2. William,	William's.	4. Echoes,	Echoes'.
Thief,	Thief's.	Mary,	Mary's.
Woman,	Woman's.	Women,	Women's.
Stomach,	Stomach's.	Buffaloes,	Buffaloes'.
Ox,	Ox's.	Torches,	Torches'.
Army,	Army's.	Children,	Children's.

II. Sentences to be completed.—Where the dash occurs insert a noun in the possessive case that will complete the sense.

1. Frederick's dog caught a rabbit in the woods.
The palm of victory is the hero's reward.
Listen to the volcano's roar.
The gallows is often the thief's punishment.
2. Look at the torch's glare.
The robber stole the men's hats.
Bring the ladies' fans with you.
Henry's hat has fallen into the river.

III. Express the phrases in *Italics* by using the noun in the possessive case.—PUPIL'S EDITION: The improvement of the pupil is the object of the master.—The pupil's improvement is the master's object.—Where are the lady's gloves.—The children's toys are lost.—The soldier's arms are a rifle and a bayonet.—Lucy's hat is spoiled.—Samuel's cousin killed a snake in the woods.—John found Ann's book in the street.—Michael has cut Thomas's finger.—The sweep has reached the chimney's top.—Respect your country's flag.—The deer's antlers were broken.—The church's spire is high.

Oral Conjugation.—Subjunctive Present.—If I have, if thou have, if he have; if we have, if you have, if they have.

42 LESSON XXVIII.—Nouns.—The Objective Case.

75. The **Objective Case** is that form or state of a noun or pronoun which usually denotes the object of a verb, participle, or preposition; as, "*Cain killed Abel.*"—"Seeing the danger, he avoided it."—"David was succeeded by Solomon."

76. How to find the **Objective**.—The Object of a verb, participle, or preposition answers to the question with *whom* or *what* after it; as, "*Cain killed Abel.*" Cain killed *whom*? *Abel.*—"Seeing the danger, he avoided it." Seeing *what*? *The danger.* He avoided *what*? *It.*—"David was succeeded by Solomon." David was succeeded by *whom*? *By Solomon.*—*Abel, danger, and Solomon* are in the objective case.

75. What is the Objective Case?—76. How is the objective case found?

I. Cases.—Where the dash occurs insert a noun that will complete the sense.—Say whether the noun is a nominative or an objective.

1. A suit of new clothes (o.) gives pleasure to a boy.
It gives a child (o.) great pleasure to see his parents again.
A witty answer (n.) is full of charms.
The nightingale (n.) sings sweetly.

2. Avoid dangerous reading (o.).
The boys (n.) caught a squirrel in the hedge.
Wicked men (n.) do not have good thoughts.
This slate is broken into pieces (o.).

3. On a summer morning the birds (n.) warble their sweet songs of gratitude.
They crossed the river (o.) and marched on rapidly.
Quicksilver (n.) was discovered in Idria, in Austria.
Saint Peter (n.) was the first Pope.

II. Point out the nominatives and the objectives.—Do the same exercise on slates or copies, drawing one line under the nominative case, and two lines under the objective case.—Henry loves his mother.—Grammar is an important study (n. after verb).—Bees make honey, and lay it up in hives.—Sarah and Jane love their teacher.—Catharine met Charles.—Henry and Frederick caught two birds.—The first letter of every proper noun should be a capital (n. after verb).—Write your address on your slate.

Oral Conjugation.—*Subjunctive Past.*—If I were, if thou were, if he were; if we were, if you were, if they were.

a or pronoun
preposition;
it."—*David*

verb, parti-
or what after
"Seeing the
He avoided
id was suc-
n are in the

found ?

ill complete
tive.

ngs of grati-

o the same
e case, and
—Grammar
and lay it
arine met
at letter of
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e were; if

LESSON XXIX.—Nouns.—Cases.

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77. The Declension of a noun is the regular arrangement of its numbers and cases.

EXAMPLES OF DECLENSION.

Singular.

Nom.	Yard,	Box,	Man,	Sky,	Glass,
Poss.	Yard's,	Box's,	Man's,	Sky's,	Glass's,
Obj.	Yard;	Box;	Man;	Sky;	Glass;

Plural.

Nom.	Yards,	Boxes,	Men,	Skies,	Glasses,
Poss.	Yards',	Boxes',	Men's,	Skies',	Glasses',
Obj.	Yards.	Boxes.	Men.	Skies.	Glasses.

77. What is the Declension of a noun?—Decline Yard..... Box.....

I. Cases.—Where the dash occurs insert a noun that will complete the sense.—Ask what case the supplied word is.

- Do not stand on the lady's dress.
Did you see the monkey's red cap?
Tell the brave men (o.) the victory is won.
Two children's hats were lost in the crowd.
- Several gentlemen dressed in black, passed down the street.
The foxes' holes are well secured.
Calves' feet are piled up at the glue factory.
A spider's web is hanging over the window.
- Ellis' wings are very thin and light.
Two deer's heads were brought in.
Are not deer's antlers (n.) longer than oxen's horns?
The pencils (n.) on the desks are not sharp enough for writing.

II. Draw one line under the nominative and two lines under the objective.

THE ASS AND THE FOX.

An Ass and a Fox having made an ALLIANCE, went out into the FIELDS to hunt. They met a LION on the way. The Fox, seeing the impending DANGER, went up to the LION, and whispered that he would betray the Ass into his power, if he would do HIM NO HARM. The Lion having agreed to do so, the Fox contrived to lead the Ass into a SNARE. The Lion no sooner saw the Ass secured, than he fell at once upon the Fox, reserving the other for his next MEAL.

What is the moral of this fable?..... What is a fable?

Oral Conjugation.—*Subjunctive Past*.—If I had, if thou had, if he had; if we had, if you had, if they had.

Literary Selection for Explanation and Study.

THE DOG AND THE CAT.

- A dog and a cat, messmates for life,
 Were often falling into strife,
 Which came to scratching, growls, and snaps,
 And spitting in the face, perhaps.
 5 A neighbor dog once chanced to call,
 Just at the outset of their brawl,
 And thinking Tray was cross and cruel,
 To snarl so sharp at Mrs. Mew-well,
 Growled rather roughly in the ear.
 10 "And who are you to interfere?"
 Exclaimed the cat, while in his face she flew,
 And as was wise, he suddenly withdrew.
 It seems, in spite of all his snarling,
 And hers, that Tray was still her darling.

—Wright (1804—).

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES. What is the subject of this fable?—*A dog and a cat.*
- TIME AND PLACE. When and where did the quarrel take place?—*There is no definite time or place mentioned.*
2. WORDS AND ACTIONS.
 1. In what were the dog and cat often engaged?—*They were often engaged in quarreling. (First four lines.)*
 2. What did a neighbor dog once do?—*A neighbor dog once called to make peace.*
 3. What did the cat say to the intruder?—*She asked him what business he had to interfere.*
3. RESULT. What was the end of the quarrel?—*The quarrel ended in Puss and Tray making up friendship again.*
- MORAL. What does this fable teach?—*It teaches not to force one's services on any one, and to settle family quarrels in private.*

Questions and Suggestions.

45

1. Who are *messmates*?—*Those who eat at the same table.*
 2. What would give the same meaning as *messmates*?—*Fellow-boarders.*
 3. Give a word that has about the same meaning as *often*?—*Frequently.*
 4. Express *falling into strife* in different words.—*Getting angry.*
 5. Which of the two did the *scratching*?—*Puss.*
 6. " " " *growling*?—*Tray.*
 7. " " " *spitting in the face*.—*Puss.*
 8. What word has the same meaning as *outset*?—*Beginning.*
 9. What is a *brawl*?—*A noisy quarrel.*
 10. Why is *brawl* a more suitable word in this place?—*Because it rhymes with call in the preceding line.*
 11. Who is *Tray*?—*The dog.*
 12. What word is of the opposite meaning of *cruel*?—*Kind.*
 13. What words have about the same meaning as *cruel*?—*Savage, barbarous, heartless.*
 14. What is the meaning of *snarl*?—*To growl as a dog.*
 15. Who is *Mrs. Mew-well*?—*The cat.*
 16. Why is *well* added to *mew*?—*To rhyme with the last syllable of the previous line.*
 17. Which dog growled rather roughly (9th line)?—*The neighbor dog (5th–9th lines).*
 18. What word might be used instead of *rather*?—*Too.*
 19. Who speaks in the 10th line?—*The cat.*
 20. What is the name of the punctuation mark at the end of this line?—*An Interrogation (210).*
 21. Can *exclaimed* be otherwise expressed?—*Cried out.*
 22. Use another word for *flew*.—*Jumped.*
 23. Who suddenly withdrew.—*The neighbor dog.*
 24. Why was it wise for him to *withdraw suddenly*?—*Because Tray might have joined Puss to pay him back for his unwelcome officiousness.*
 25. What is the meaning of *darling*?—*Favorite.*
 26. What do the last two lines contain?—*The second part of the moral. "The quarrels of lovers are the renewal of love."*
-
27. What is the plural of *life*?—*Lives.* (51)
 28. What is the plural of *strife*?—*Strifes.* (46)
 29. Name the nouns from the fifth line to the 10th.—*Dog, outset, brawl, Tray (p.), Mrs. Mew-well (p.), ear.*
 30. Name the words of two syllables in the last four lines.—*Exclaimed, with-drew, snarl-ing, dar-ling.*

Exercises in Phraseology and Composition.

1. Give the names of things that may be called *grain, spices, fruits, drugs, metals, countries, cities.*

Phraseology and Composition.

1. **GRAIN.**—Wheat, rye, barley, Indian corn, oats, buckwheat, are called *grain*.
2. **SPICES.**—Pepper, ginger, allspice, cinnamon, nutmeg, are called *spices*.
3. **FRUITS.**—Apples, pears, peaches, oranges, lemons, citrons, figs, pine-apples, melons, bananas, are *fruits*.
4. **DRUGS.**—Epsom salt, senna, jalap, are *drugs*.
5. **METALS.**—Iron, gold, silver, lead, tin, copper, are *metals*.
6. **COUNTRIES.**—Ireland, England, Canada, Mexico, Brazil, are *countries*.
7. **CITIES.**—London, Dublin, Montreal, New York, Washington, are *cities*.

II. Tell by whom the following articles are made: *Watches, rings and brooches, stoves, nails, chairs, and tables.*

Watches are made by the watchmaker. *Rings and jewels* are made by the jeweler or goldsmith. *Stoves* are cast by the founder.—*Nails* are made by the nailer. *Chairs and tables* are made by the cabinet-maker.

III. Place at the end of the sentence the portion at the beginning in *Italics*, and make any other necessary changes.

The wind blew *violently*.
 The man was outwitted *most clearly*.
 Weeds grow luxuriantly *everywhere*.
 The boy ran down the hill *rapidly*.
 Let me know *when school will be out*.

Exercise on Homophonous Words.

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|-----------------|----------|---------|------------|
| IV.—1. Council. | 2. Dane. | 3. Dew. | 4. Desert. |
| Counsel. | Deign. | Die. | Dessort. |
| Dam. | Dear. | Due. | Diré. |
| Damn. | Deer. | Dye. | Dyer. |

Where the dash occurs insert a suitable word from the above list.

1. Commonly called *Salts*.

Phraseology and Composition.

47

1. The *council* is assembled.
Give good *counsel*.
The beavers are making a *dam*.
Mortal sin *damns* the soul.
2. Will you *deign* to listen to this *Dane*?
The *deer* is nimble and fleet.
This paper is too *dear*.
3. The *dew* does not fall in cloudy weather.
Honor to whom honor is *due*.
All men shall *die*.
The dyer is going to *dye* the wool with blue *dye*.
4. The *dyer* was alarmed at the *dire* confusion.
Do not *desert* me in this lonely *desert*, though if you would,
I should consider it as my *desert*.
The waiter is serving *dessert*.

V. Write a description of A HOUSE.

78. An Article is the word *the*, *a* or *an* used before nouns to limit their signification; as, *the school*, *a man*, *an eye*.

79. There are two articles, the *Definite* and the *Indefinite*.

80. The *Definite Article* is *the*. It denotes some particular thing or things; as, *the enemy*, *the provinces*.

81. The *Indefinite Article* is *a* or *an*. It denotes one thing of a kind, but no particular one; as, *a city*, *an empire*.

78. What is an Article?—79. How many Articles are there?—80. What is the *Definite Article*?—81. The *Indefinite*?

I. Articles.—Supply the proper article.

1. *The* ripe grain was cut.
A single mistake may cause *a* great loss.
Day is *the* time for work; night, for repose.
The dahlia you gave me is dead.
2. *The* more we study, *the* better we like to study.
The old peddler sat upon *a* stone by *the* wayside.
A rose plucked from *the* bush will soon droop.
A heavy fall of snow rendered *the* roads impassable for many days.
3. *A* mist rose from *the* valley, and formed *a* cloud, which hung over *the* top of *the* mountain.
Pride is *the* root of all evil.
Washington is *the* capital of *the* United States.
Good books always deserve *a* careful perusal.

II. Insert the proper article.

CONDITIONS OF HEALTH.

The leading conditions of health are:—

1. *A* constant supply of fresh air.
2. *A* sufficiency of nourishing food, rightly taken.
3. Cleanliness.
4. *A* sufficiency of exercise to *the* various organs of *the* system.
5. *A* proper temperature.
6. *A* sufficiency of cheerful and innocent enjoyment.
7. Exemption from harassing cares.

A general acquaintance with these conditions may easily be attained by all, and to render them obedience is much more within *the* power of individuals than is commonly supposed.

Oral Conjugation.—*Imperative*.—Be thou or do thou be; be ye or you or do you be.

1. The Teacher should show the pupils that in some of these sentences the insertion of either the definite or the indefinite article will make sense.

LESSON XXXII.—The Indefinite Article. 49

82. **A** is used before a consonant sound; as, *a flock, a youth, a wall, a unit, a hospital, a hotel.*

83. **An** is used before a vowel sound; *an almond, an empire, an urn, an hour, an honor.*

82. When is **A** used?—83. **An**?

I. The Indefinite Article.—Supply *a* or *an*, as the case may require, before each word of this section.—*The Teacher should require the reason to be given in each case.*

- | | | | |
|--|--|--|---|
| <p>1. <i>An honor.</i>
<i>A duty.</i>
<i>An infant.</i>
<i>A house.</i>
<i>An apple.</i></p> | <p>3. <i>A ewe.</i>
<i>An herb.</i>
<i>A history.</i>
<i>A youth.</i>
<i>A one.</i></p> | <p>5. <i>A unit.</i>
<i>An action.</i>
<i>A sound.</i>
<i>An orange.</i>
<i>A horse.</i></p> | <p>7. <i>An entry.</i>
<i>An Indian.</i>
<i>A European.</i>
<i>A hickory.</i>
<i>A usurper.</i></p> |
| <p>2. <i>A book.</i>
<i>A yew.</i>
<i>A humor.</i>
<i>An hour.</i>
<i>A honeysuckle.</i></p> | <p>4. <i>An ox.</i>
<i>A euphony.</i>
<i>A unicorn.</i>
<i>An heir.</i>
<i>A habitation.</i></p> | <p>6. <i>A union.</i>
<i>An onion.</i>
<i>An ear.</i>
<i>A hen.</i>
<i>An umbrella.</i></p> | <p>8. <i>A watch.</i>
<i>An aunt.</i>
<i>An uncle.</i>
<i>A wagon.</i>
<i>A wonder.</i></p> |

II. Where the dash occurs insert a word preceeded by *a* or *an*.—The Teacher should require the reason why *a* or *an* is placed before the word.

1. *Be thankful for a reward.*
It is an eagle that you see flying.
Come in an hour, not later.
He is a youth that needs instruction.
The woodman has cut down an elm.
2. *The four societies formed a union.*
The boy received a present of a watch.
That old clock is an heirloom.
The farmer has a yoke of oxen.
Bring a ewer of water to my room.

III. Where the dash occurs insert the proper article.

THE WIND AND THE SUN.

A dispute once arose between the Wind and the Sun, which was the stronger of the two, and they agreed to put the point upon this issue, that whichever soonest made a traveler take off his cloak, should be accounted the more powerful. The Wind began and blew with all his might and main, a blast cold and fierce as an arctic storm; but the stronger he blew, the closer the traveler wrapped his cloak around him, and the tighter he grasped it with his hands. Then broke out the Sun; with his welcome beams he dispersed the vapors and the cold; the traveler felt the genial warmth, and as the Sun shone brighter and brighter, he sat down overcome with heat, and cast his cloak on the ground.

Oral Conjugation.—*Imperative.*—Have thou or do thou have; have ye or you or do you have.

50 LESSON XXXIII.—CHAPTER III.—Adjectives.

84. An **Adjective** is a word added to a noun or a pronoun, and generally expresses quality; as, *a good apple; five diligent boys; unhappy me.*

84. What is an Adjective?

I. Adjectives.—Insert a noun that the adjective given will qualify.

- | | | |
|-------------------------|------------------------|-------------------------|
| 1. A reasonable person. | 2. A ferocious animal. | 3. A charitable person. |
| A transparent thing. | A humble person. | An honest boy. |
| A venerable man. | A pious woman. | A good girl. |
| A winged animal. | An amphibious animal. | An aquatic animal. |
| A learned person. | A gilt book. | An educated person. |
| A square chest. | A generous lady. | An evident truth. |
| A carnivorous animal. | A venomous animal. | A creeping animal. |

II. Sentences to be completed.—Mention a quality of the object named.

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|---|---|
| 1. The ocean is <i>large</i> .
The poplar is <i>high</i> .
The meadow is <i>green</i> .
A shrub is <i>small</i> .
A highway is <i>wide</i> .
A plain is <i>extensive</i> . | 3. A mast is <i>straight</i> .
A fish-hook is <i>crooked</i> .
A ring is <i>round</i> .
A scythe is <i>curved</i> .
A dagger is <i>sharp</i> .
A sugar-loaf is <i>conical</i> . |
| 2. A palace is <i>grand</i> .
The sea is <i>vast</i> .
A well is <i>deep</i> .
A sheet of paper is <i>thin</i> .
An elephant is <i>big</i> .
A spire is <i>high</i> . | 4. The hare is <i>agile</i> .
The mule is <i>stubborn</i> .
The dog is <i>faithful</i> .
The vulture is <i>cruel</i> .
The sparrow is <i>avaricious</i> .
The ass is <i>lazy</i> . |

III. Underline the adjectives.—The *ripe* grain was out.—The *solemn* crow was perched upon the *leafless* branch of the *dead* elm.—Every man has some *good* qualities.—The *beautiful* lands were spread out like a *bright* picture before us.—*Vicious* habits are a *great* stain on human nature.—The *short* hours of riot are followed by long hours of pain.—A *single* mistake may cause a *great* loss.—The gardener gave me a nice bunch of *fragrant* flowers.—That *white* cow is lowing.—The site commands an *extensive* view of the surrounding country.

Oral Conjugation.—*Indicative Present*.—I love, thou lovest, he loves; we love,..... I read, thou readest, he.....

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LESSON XXXIV.—Classification of Adjectives 51

85. Adjectives are divided into five classes; *Common, Proper, Numeral, Pronominal, and Participial.*

86. A **Common Adjective** is an adjective that denotes quality or situation; as, *good, bad, eastern, outer.*

87. A **Proper Adjective** is an adjective derived from a proper name; as, *Irish, Canadian.*

85. Into how many classes are adjectives divided?—Name the classes.—
86. What is a Common Adjective?—87. What is a Proper Adjective?

I. Common and Proper Adjectives.—Indicate orally or by means of the letters *c.* or *p.* whether the adjective is proper or common.—
The Teacher should ask from what nouns the proper adjectives are derived.

1. Bright, *c.*
Amiable, *c.*
English, *p.*
Roman, *p.*
Studious, *c.*
Worthy, *c.*

2. Irish, *p.*
Grateful, *c.*
Grave, *c.*
Peculiar, *c.*
American, *p.*
Useful, *c.*

3. Kind, *c.*
Great, *c.*
British, *p.*
Small, *c.*
Strong, *c.*
Chinese, *p.*

4. Alpine, *p.*
Virtuous, *c.*
Grecian, *p.*
Innocent, *c.*
Canadian, *p.*
Beautiful, *c.*

II. Sentences to be completed.—Insert a common or a proper adjective, as the sense may require.

1. The *rapid* current of that river often wrecks vessels.
A *Canadian* pony is full of endurance.
An *ungrateful* son is the affliction of his family.
The *charitable* person is blessed by God and men.

2. An *Irish* orator will lecture this evening.
The room is *large* and *airy*.
An *American* eagle appeared near the city last week.
Astronomy is a *useful* science.

3. The *British* flag is floating from the mast of the ship.
That man we heard speaking has the *Scotch* brogue.
William is such a *studious* boy, he deserves a *handsome* premium.
Sarah is reading a *French* book.

III. Draw one line under every common adjective and two lines under every proper adjective.—Beavers are *useful* to men; hats are made of their fur, and gloves of their skin.—*Red* clouds in the west at sunset, especially when they have a *purple* tint, portend *fine* weather.—A *good* name is rather to be chosen than *great* riches.—The merchant bought a bale of *Irish* linen.—A *coppery* or *yellow* sunset generally foretells rain.—An *ALPINE* dog was exhibited at the circus.—A *halo* around the moon is a sign of *wet* weather.—A *RUSSIAN* bear is to be seen at the *zoological* gardens.—When the swallows fly *high*, *fine* weather is to be expected or continued; but when they fly *low* and *close* to the ground, *rain* is approaching.

Oral Conjugation.—*Indicative Past.*—I loved, thou lovedst, he loved; we loved..... I read, thou readst, he read; we read,.....

Literary Selection for Explanation and Study.

THE PIOUS BOY.

- Piety appeared to have taken pleasure to form for herself a worthy temple in the young Louis. Meekness and modesty appeared on his countenance; the candor of his pure soul might be read in his eyes. The sweetest moments of the day were those which he was allowed to spend at the foot of the altar, and his presence in the holy place was an eloquent lesson for those who saw him. On meeting a church on his way, the thought that God is there would urge him to enter in order to pray. He acknowledged to his friends that he preferred holidays to school-days, for the simple reason that they afforded him more time to give to prayer and spiritual exercises. Several of his companions, on whom his example made a lively impression, would betake themselves to the church in which they expected to find him, to be edified by his piety, and many of them were moved even to tears.—P.

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

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|-----------------------|---|--|
| 1. PERSONAGES. | { | Who are spoken of in this selection?— <i>A pious boy named Louis; also some of his companions, whom he very much edified.</i> |
| TIME AND PLACE. | | When and where did he give this edification?— <i>In school, in church—everywhere.</i> |
| 2. WORDS AND ACTIONS. | { | 1. What appeared in his countenance?— <i>Meekness and modesty.</i> |
| | | 2. What did his eyes beam forth?— <i>The candor of his soul.</i> |
| | | 3. Where did he spend his sweetest moments?— <i>Before the Blessed Sacrament.</i> |
| | | 4. What did he acknowledge to his friends?— <i>That he preferred the holidays, because they afforded him more time for his devotions.</i> |
| | | 5. What did his companions sometimes?— <i>They would go to church when they expected to find him there.</i> |
| 3. RESULT. | | What effect had his piety in church upon his companions?— <i>They were often moved to tears.</i> |
| MORAL. | { | What lesson should young people draw from this narration?— <i>To imitate young Louis, and to be a subject of edification to every one.</i> |

Questions and Suggestions.

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1. When does a person deserve to be called *pious*?—*When a faithful observer of the commandments of God, and assiduous to all his spiritual exercises.*
2. How is *Piety* treated in this place?—*As a person, i. e., it is personified.*
3. What other words might be used instead of *temple*?—*Dwelling, abode.*
4. May *Louis* be spelled in any other way?—*Lewis.*
5. What is the feminine of *Louis*?—*Louisa or Louise.*
6. What is the meaning of *meekness*?—*Sweetness of temper, mildness.*
7. What is the opposite of *meekness*?—*Harshness, passionateness.*
8. What is the meaning of *modesty*?—*A moderate estimate of one's own worth, propriety.*
9. What is the opposite of *modesty*?—*Immodesty.*
10. Use another word for *countenance*.—*Face, mien.*
11. What is the meaning of *candor*?—*Openness of heart, frankness, sincerity.*
12. When is a soul pure?—*When it is free from sin.*
13. Why can a person's disposition be read in his eyes?—*Because the eyes are the mirror of the soul.*
14. Why did *Louis* feel so much pleasure at the foot of the altar?—*Because he loved the Blessed Sacrament.*
15. Why was his presence in the church a lesson to those who saw him?—*Because his pious and recollected appearance was enough to excite them to piety.*
16. What is the meaning of *eloquent*?—*Having power of expressing strong emotions forcibly.*
17. What is a *church*?—*A building set apart for Christian worship.*
18. What lesson should be drawn from this?—*To visit a church when passing, if time permits; if not, to salute the Blessed Sacrament by uncovering the head, and accompanying the act with an ejaculatory prayer.*
19. Use another expression for *entering*.—*Going in.*
20. What is the meaning of *acknowledge*?—*To own, to avow, to confess a knowledge.*
21. What are *holidays*?—*Days of exemption from labor, days of amusement.*
22. What is the difference between *holidays* and *holy-days*?—*A holiday is a day of amusement (the proper meaning); a holy-day (the proper spelling, though not preferred by Webster) is a religious feast; as, Christmas-Day.*
23. What is *prayer*?—*An elevation of the soul to God.*
24. What are *spiritual exercises*?—*Prayer, meditation, examination of conscience, etc.*
25. Who is a *companion*?—*One who keeps company or goes with another.*
26. What is the meaning of *example*?—*A pattern or model.*
27. What other word might be used for *lively* in this place?—*Strong, vivid.*
28. What is the meaning of *impression* as used here?—*Effect or influence.*
29. What is the meaning of *expected* to find him?—*Supposed they would see him.*

30. What is the meaning of many of them were moved even to tears?—*Many of them were so edified that they could not refrain from shedding tears.*
-
31. Name the nouns in the first two sentences.—*Piety, pleasure, temple, Louis (p.), meekness, modesty, countenance, candor, soul, eyes.*
32. From what is worthy derived?—*From worth by adding y.*
33. From what is meekness derived?—*From meek by adding ness.*
34. What does the suffix *ness* add to the meaning of a word?—*Ness added to a word means a state of being; as, "Meekness means the state of being meek."*
35. From what is modesty derived?—*Modesty is derived from modest.*
36. What does the suffix *y* added to a word mean?—*Y added to a word means a state of being; as, "Modesty is the state of being modest."*
37. Why add *s* only to form the plural of *holiday*?—(49)
38. Name the articles in the third and fourth sentences.—*The (d.), the (d.), the (d.), the (d.), an (i.), a (i.), the (d.).*
39. What is the plural of *church*?—*Churches. (47)*
40. Name the adjectives in the piece.—*Worthy (c.), young (c.), pure (c.), sweetest (c.), holy (c.), eloquent (c.), simple (c.), more (pro.), spiritual (c.), several (pro.), lively (c.), many (pro.).*

Exercises in Phraseology and Composition.

I. Give the names of several objects that are *white, red, black, green, yellow, deep, flat, pointed, straight, round.*

1. **WHITE.**—The lily, snow, milk, ivory, linen, are *white*.
2. **RED.**—Blood, the strawberry, the raspberry, the cherry, are *red*.
3. **BLACK.**—Coal, the crow, the blackbird, mourning clothes, are *black*.
4. **GREEN.**—The shamrock, grass, leaves of trees, are *green*.
5. **YELLOW.**—The canary-bird, gold, sulphur, brass, straw, the citron, the orange, are *yellow*.
6. **DEEP.**—The sea, a bottle, an inkstand, a tureen, a saucepan, a vase, are *deep*.
7. **FLAT.**—A board, a table, a floor, are *flat*.
8. **POINTED.**—A needle, a pin, a lance, a dart, an arrow, a dagger, are *pointed*.
9. **STRAIGHT.**—A poplar, a spire, a taper, a mast, are *straight*.
10. **ROUND.**—A ball, a sphere, the earth, the moon, the sun, are *round*.

II. Say what a *pupil, a soldier, a letter, a lesson, prayer*, should be.

1. A *pupil* should be laborious, docile, applied, careful, attentive.
2. A *soldier* should be brave, courageous, intrepid, valiant, obedient.

3. A *letter* should be suitable, well written, clean, properly addressed.
4. A *lesson* should be understood, studied attentively, recited.
5. *Prayer* should be respectful, persevering, humble, confident.

III. Change the word in *Italics* into the possessive case, and make the other necessary changes accordingly. PUPIL'S EDITION: Publish the virtues of a generous friend.

Publish a generous friend's virtues.
 Despise the flatterer's wiles.
 God hates a criminal's dark designs.
 God blesses the virtuous man's projects.
 Never blush at the mention of your father's name.
 Appreciate the fruits of labor's fatigues.
 Who can tell the happiness of Heaven's elect?

Exercise on Homophonous Words.

IV.—1. Ewe.	2. Fain.	3. Forth.	4. Hole.
U.	Fair.	Fourth.	In.
Yew.	Fare.	Heal.	Inn.
You.	Feign.	Heal.	Whole.

Where the dash occurs insert a suitable word from the above list.

1. Do you see that *ewe* lying under the *yew*?
 That *U* is not well written.

2. I would *fain* go with you.
 Do not *feign* what you feel not.
 That *fair* child had to pay no *fare*.

2. Go *forth* and teach all nations.
 I was in Boston on the *Fourth* of July.
 This plaster will *heal* the wound on your *heel*.

4. It took a *whole* day to make the *hole*.
 In what *inn* did you lodge?

V. Write a composition about **BREAD**.

88. A **Numeral Adjective** is an adjective that expresses a definite number; as, *one, two*, etc. There are three kinds of numeral adjectives; *Cardinal, ordinal, and multiplicative*; as, *one, first, single*.

89. A **Pronominal Adjective** is an adjective that may either accompany its noun or represent it understood: as, "*This boy is good.*"—"This is a good boy."—"Every one has his peculiar habits."

90. What is a Numeral Adjective?—91. What is a Pronominal Adjective?

I. Numeral Adjectives.—Express orally or in writing the ordinals of the following cardinal numbers.—The Teacher may also require the *multiplicatives*.

1. One,	<i>First.</i>	3. Thirteen,	<i>Thirteenth.</i>
Two,	<i>Second.</i>	Fourteen,	<i>Fourteenth.</i>
Three,	<i>Third.</i>	Fifteen,	<i>Fifteenth.</i>
Four,	<i>Fourth.</i>	Sixteen,	<i>Sixteenth.</i>
Five,	<i>Fifth.</i>	Seventeen,	<i>Seventeenth.</i>
Six,	<i>Sixth.</i>	Eighteen,	<i>Eighteenth.</i>
2. Seven,	<i>Seventh.</i>	4. Nineteen,	<i>Nineteenth.</i>
Eight,	<i>Eighth.</i>	Twenty,	<i>Twentieth.</i>
Nine,	<i>Ninth.</i>	Twenty-one,	<i>Twenty-first.</i>
Ten,	<i>Tenth.</i>	Thirty,	<i>Thirtieth.</i>
Eleven,	<i>Eleventh.</i>	Thirty-one,	<i>Thirty-first.</i>
Twelve,	<i>Twelfth.</i>	One hundred,	<i>One hundredth.</i>

II. Sentences to be completed.—Insert a numeral or a pronominal adjective that will complete the sense.

- Spain was *once* under Moorish domination.
A *single* harsh word may often cause pain.
This is a difficult task.
The same duties were expected of *each*.
- This method is better than *that*.
All is not gold that glitters.
Either of them will please me.
The miser never thinks that he has enough, but is always striving for *more*.
- The same statement was made by *both*.
John has *two* dollars a day.
Boys who quarrel break the *fifth* commandment.
This is the *twenty-first* of October.

III. Draw one line under each numeral and two lines under each pronominal adjective.—The same duties were expected of *each*.—The *first* time I was on the lake, I had an attack of sea-sickness.—I am reading the *fifth* lesson.—James left home on the *20th* of September, 1866.—*Twenty* large vessels sailed up the river in *one* day.—*Several* were late.—Few know how to be grateful.—*Either* will come.—He came for the *twelfth* time.—*Many* were punished.—*None* should be rewarded.

Oral Conjugation.—*Indicative Perfect.*—I have loved, thou hast loved, he has loved; we have loved..... I have sung, thou hast sung.....

LESSON XXXVII.—Adjectives.

57

90. A **Participial Adjective** is an adjective that has the form of a participle, but differs from it by rejecting the idea of time; *as, an amusing story; an interesting book.*

91. Adjectives may be *compound* in form; *as, a four-footed animal; home-made bread; the Anglo-Canadian race.*

92. Nouns are often used as adjectives; *as, a gold ring; a mahogany table.*

90. What is a Participial Adjective?—91. May adjectives be compound in form?—92. May nouns be ever used as adjectives?

I. Classification of Adjectives.—Indicate orally or by means of c., p., n., pro., part., cd., to which class each adjective belongs.

- | | | | |
|--------------------|------------------------|----------------------|----------------------|
| 1. Small, c. | 2. German, p. | 3. Spanish, p. | 4. Nut-brown, cd. c. |
| Fourth, n. | Irish-American, cd. p. | Amusing, part. | Hard, c. |
| Interesting, part. | Two, n. | Rising, part. | Soft, c. |
| Some, p. | Tenth, n. | Beloved, part. | Many, pro. |
| Italian, p. | Loving, part. | Twentieth, n. | This, pro. |
| Cold, c. | All, pro. | Silver, c. (n. & a.) | Encouraging, part. |

II. Sentences to be completed.—Supply a participial adjective.

- History is a very interesting study.
A loving son never forgets his dear parents.
That girl is of a very obliging disposition.
The old maid related an interesting story.
The rising sun is a beautiful sight.

- Newton was a learned man.
Always respect your beloved parents.
Jane has a charming picture.
That is pleasing news.
Our hope is in the rising generation.

III. Draw one line under each adjective of compound form and two lines under each noun used as an adjective.—Give me the silver goblet.—The farmer is selling sweet-scented clover.—Benjamin is a laughter-loving boy.—The Irish-Canadian race preserves a deep love for the Emerald Isle.—The cabinet-maker has sold an oak chair.—That pine door has shrunk.—The Franco-Canadian customs differ from the Anglo-Canadian.—A walnut table is valuable.—An iron ship is anchored in the harbor.—That is an old-fashioned clock.—Margaret is a sharp-witted girl.—A birch log was found on the bank.

Oral Conjugation.—Indicative Pluperfect.—I had loved, thou hadst loved.....
I had recited.....

58 LESSON XXXVIII.—Comparison of Adjectives.

93. Adjectives have, commonly, no modification, but the forms of comparison.

94. Comparison is a variation of the adjective to express quality in different degrees; as, *hard, harder, hardest; soft, softer, softest.*

95. There are three degrees of comparison; the *Positive*, the *Comparative*, and the *Superlative*.

96. The *Positive Degree* is that which is expressed by the adjective in its simple form; as, "*He is wise and happy.*"

97. The *Comparative Degree* is that which is more or less than something contrasted with it; as, "*A whale is larger than an elephant; a mouse is smaller than a rat.*"

98. The *Superlative Degree* is that which is most or least of all included with it; as, "*The whale is the largest of all animals that inhabit the globe; the mouse is the smallest of all beasts.*"

99. *Regular Comparison*.—The comparative of adjectives of one syllable is commonly formed by adding *er* to the positive; and the superlative by adding *est*; as, *great, greater, greatest.*

100. When an adjective ends in a silent *e*, the *e* is dropped before adding *er* and *est*; as, *wide, wider, widest.*

101. *Comparison by Adverbs*.—Degrees of comparison may also be expressed, with precisely the same import, by adding the adverbs *more* and *most* to the adjective; as, *wise, more wise, most wise.*

93. Have adjectives any modifications?—94. What is Comparison?—95. How many degrees of comparison are there?—96. What is the Positive Degree?—97. The Comparative Degree?—98. The Superlative Degree?—99. How are adjectives compared regularly?—100. When an adjective ends in a silent *e*, how is it compared?—101. How else may the degrees of comparison be expressed?

I. Comparison of Adjectives.—Compare the adjectives of this section.—Compare also by means of the adverbs *more* and *most*.

Positive.	Comparative.	Superlative.	Positive.	Comparative.	Superlative.
1. Wise,	Wiser,	Wiseest.	2. Warm,	Warmer,	Warmest.
Great,	Greater,	Greatest.	Low,	Lower,	Lowest.
Small,	Smaller,	Smallest.	Rude,	Ruder,	Rudest.
Large,	Larger,	Largest.	Sour,	Sourer,	Sourer.
Soft,	Softer,	Softest.	Ripe,	Riper,	Ripest.
Cold,	Colder,	Coldest.	Sad,	Sadder,	Saddest.

II. Sentences to be completed.—Supply a suitable adjective where the dash occurs.

- The *swift* hound pursues the *timid* hare.
Tall trees cast *long* shadows.
A lion is *larger* than a wolf.
Dominic is the *tallest* of the three.
Honey is *sweeter* than sugar.
- Winter is *colder* than autumn.
That is the *rudest* boy I ever met.
A haw is *smaller* than a pear.
This is the *saddest* news I ever heard.
The *wisest* man may sometimes make mistakes.

Oral Conjugation.—*Indicative Future*.—I shall love, thou wilt love, he will love..... I will live, thou shalt live..... I shall play, thou wilt play.....

LESSON XXXIX.—Comparison of Adjectives. 59

102. Adjectives of more than one syllable are generally compared by means of the adverbs *more* and *most*; as, *agreeable*, *more agreeable*, *most agreeable*.

103. Some dissyllables are compared like monosyllables; as *narrow*, *narrower*, *narrowest*; *noble*, *nobler*, *noblest*.

104. Adjectives ending in *y* preceded by a consonant, change *y* into *i* before adding *er* and *est*; as, *happy*, *happier*, *happiest*.

105. The degrees of diminution are expressed by the adverbs *less* and *least*; as, *wise*, *less wise*, *least wise*; *amiable*, *less amiable*, *least amiable*.

106. Irregular Comparison.—The following adjectives are compared irregularly:—

Positive.	Comparative.	Superlative.
Good,	better,	best.
Bad or ill,	worse,	worst.
Late,	later or latter,	latest or last.
Little,	less,	least.
Much,	more,	most.
Near,	nearer,	nearest or next.
Old,	older or elder,	oldest or eldest.

102. How are adjectives of more than one syllable generally compared?—103. How do some dissyllables form the comparative and superlative?—104. Adjectives ending in *y* preceded by a consonant, are compared how?—105. How are the degrees of diminution expressed?—106. Compare *Good*..... *Bad*.....

I. Comparison of Adjectives.—Compare the adjectives of this section by the addition of *er* and *est*.—Compare them also by means of the adverbs *more* and *most*.—Give also the degrees of diminution.

Positive.	Comparative.	Superlative.	Positive.	Comparative.	Superlative.
1. Gentle,	Gentler,	Gentlest.	3. Witty,	Wittier,	Wittiest.
Good,	Better,	Best.	Late,	Later or Latter,	Latest or Last.
Serene,	Serenely,	Serenest.	Lovely,	Lovelier,	Loveliest.
Happy,	Happier,	Happiest.	Humble,	Humbler,	Humbllest.
Much,	More,	Most.	Pleasant,	Pleasanter,	Pleasantest.
2. Gloomy,	Gloomier,	Gloomiest.	4. Bad or Ill,	Worse,	Worst.
Pretty,	Prettier,	Prettiest.	Merry,	Merrier,	Merriest.
Gay,	Gayer,	Gayest.	Morose,	Moroser,	Morosest.
Old,	Older or Elder,	Oldest or Eldest.	Near,	Nearer,	Nearest or Next.
Noble,	Nobler,	Noblest.	Coy,	Coyly,	Coyest.

II. Sentences to be completed.—Where the dash occurs insert an adjective that will complete the sense.—Tell if the adjective supplied can be compared by means of the adverbs *more* and *most*, *less* and *least*.

1. Denis is of a *happier* disposition than Edward.
Florence is the *gayest* girl of the party.
It is not pleasant to see a *young* person of a *gloomy* disposition.
That is the *loveliest* picture I ever saw.
2. I like to see a boy *merry* during recreation hours.
He is the *wittiest* old man I ever met.
A *morose* character never meets with favor.
Elizabeth has the *prettiest* dress at the party.

Oral Conjugation.—Indicative Future Perfect.—I shall have loved, thou wilt. I shall have read, thou wilt.....

Literary Selection for Explanation and Study.

THE CITY RAT AND THE COUNTRY RAT.

A city Rat, one night,
Did, with a civil stoop,
A country Rat invite
To end a turtle soup.

5

Upon a Turkey-carpet
They found the table spread,
And sure I need not harp it
How well the fellows fed.

10

The entertainment was
A truly noble one;
But some unlucky cause
Disturbed it when begun.

15

It was a slight rat-tat,
That put their joys to rout;
Out ran the city Rat;
His guest, too, scampered out.

20

Our rats but fairly quit,
The fearful knocking ceased.
"Return we," cried the Cit,
"To finish there our feast."

25

"No," said the rustic Rat;
"To-morrow dine with me.
I'm not offended at
Your feast so grand and free,
"For I've no fare resembling;
But then I eat at leisure,
And would not swap, for pleasure,
So mixed with fear and trembling."

—La Fontaine (1621-1695).

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES.

Who were the two actors in this fable?—A city rat
and a country rat.

TIME AND PLACE.

Where did the entertainment take place?—In a
room, on a Turkey-carpet.

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8. Wh

9. Wh

10. Wh

11. Wh

12. Wh

13. Wh

14. Nam

15. Wh

16. Use

17. Use

18. Wh

19. Wh

20. Fron

Literary Analysis.

61

2. WORDS AND ACTIONS.

1. What invitation did the city rat tender to the country rat?—*He invited him to finish a turtle soup.*
2. Was the repast a sumptuous one?—*It was an excellent one; nothing was wanting.*
3. What disturbed it?—*A slight noise.*
4. Did the rats continue their meal?—*No: they ran out one after the other.*
5. What did the city rat propose when the noise stopped?—*He invited the country rat to return to finish the repast.*

3. RESULT.

- Did the country rat accept the proposal of the city rat?—*No, but he invited the city rat to his abode to enjoy his rustic feasts that nothing interrupts.*

MORAL.

- What does the answer of the country rat teach?—*That there is no true joy excepting that which is not mixed with fear.*

Questions and Suggestions.

1. How is this fable divided?—*Into stanzas of four lines each.*
2. What name is given to each line?—*A verse.*
3. Name a word that has the same meaning as *civil* in this place.—*Polite.*
4. What is a rat?—*A small rodent quadruped.*
5. What names are sometimes given to field or country rats?—*Dormouse, meadow-mouse (pl. dormice).*
6. What animals hunt rats?—*The cat, the terrier.*
7. What is turtle soup?—*Soup made from the decoction of turtles.*
8. What is a turtle?—*A small bird of a very delicious taste, a tortoise.*
9. Where is Turkey?—*A country in Europe and Asia.*
10. What name is given to the inhabitants of Turkey?—*They are called Turks.*
11. What name is given to the sovereign of Turkey?—*Sultan.*
12. What is a carpet?—*A heavy fabric commonly woven of wool, used as a covering for floors; formerly, also, a wrought cover for tables.*
13. What is a Turkey-carpet?—*A rich, heavy carpet.—Beautiful rich carpets are made in Turkey.*
14. Name another kind of carpet.—*Brussels carpet.*
15. What is meant by *they found the table spread*?—*They found the table laid for a meal.*
16. Use another expression for *spread*.—*Laid, ready.*
17. Use another expression for *harp it*.—*Tell, relate it.*
18. What is *fellows* used for?—*The rats.*
19. What is meant by *entertainment* in this place?—*A meal.*
20. From what is *truly* derived?—*From true.*

Questions and Suggestions.

21. Is there any change made in the original word before adding *ly*?
—Yes, the final *e* is dropped.
 22. What is the meaning of *noble* here?—*Very good, sumptuous.*
 23. What is the opposite of *unlucky*?—*Lucky.*
 24. What is a *rat-tat*?—*A rapping noise.*
 25. Express differently *put their joys to route*.—*Put an end to their joys.*
 26. Express *scampered* out otherwise.—*Ran out with speed.*
 27. Give the 17th line in other words.—*Scarcely had the rats left.*
 28. What word expresses the same meaning as *ceased*?—*Stopped.*
 29. For what is *Cit* used?—*For city rat.*
 30. What is the meaning of *rustic*?—*Country like, rural.*
 31. Is *rustic* ever used as a noun?—Yes; as, "*The rustic invited the cit to dine with him.*"
 32. What is the meaning of *feast* in this place?—*A rich repast, a banquet.*
 33. What is the meaning of *dine*?—*To take dinner.*
 34. For what is *I've* used?—*I have.*
 35. What takes the place of the letters omitted?—*An apostrophe (').*
 36. Why is this done?—*To make the line a syllable shorter.*
 37. What is meant by *no fare resembling*?—*That the rustic rat has no sumptuous food such as that of the city rat.*
 38. What is the meaning of *eat at leisure*?—*To eat at one's ease, without interruption.*
 39. Use another word for *swap*.—*Change, exchange.*
 40. What is the meaning of the last two lines?—*The rustic rat tells the nobby city rat that he would not change his modest, quiet, country life for the pleasures of the city life, which are filled with various kinds of annoyances.*
-
41. Name the nouns of the first stanza.—*Rat, night, stoop, rat, soup.*
 42. Name the articles of the second stanza.—*A (i.), the (d.), the (d.).*
 43. Name the adjectives in the 4th stanza.—*Slight, city.*
 44. Is *city* also a noun?—Yes: *city* is a noun, but here it is used to qualify *rat*. (92)—*Turtle*, 4th line, also a noun used as an adjective.
 45. Compare *grand*, 24th line.—*Grand, grander, grandest.* (94-99)
 46. Compare *fearful*, 16th line.—*Fearful, more fearful, most fearful.* (102)
 47. Point out a numeral adjective in the first stanza.—*One.* (88)—
(Here *one* may be said to be equivalent to *a*.)
 48. Point out a pronominal adjective in the 3rd stanza.—*One.* (89)
 49. Why a numeral in the 1st line and a pronominal in the 10th?—
Because one represents its noun in the 10th, and precedes its noun in the 1st. (88, 89)
 50. Compare *noble*, 10th line, by the degrees of diminution.—*Noble, less noble, least noble.* (105)
-

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Exercises in Phraseology and Composition. 63

I. Give the names of several adjectives that may be used with each of the following: *God, man, child, old man, squirrel, dog.*

1. *God* is eternal, infinite, good, just, merciful, almighty.
2. *Man* is mortal, finite, weak, powerless, fragile, sinful.
3. A *child* is giddy, light, gay, noisy, merry, thoughtless.
4. An *old man* is grave, serious, thoughtful, prudent.
5. The *squirrel* is gentle, lively, agile, alert, watchful, nimble, brisk, graceful.
6. The *dog* is docile, obedient, grateful, vigilant.

II. Tell what the following may be said to be: *A book, a letter, the mouth, the eyes, the teeth.*

1. A *book* may be bound, covered, gilded.
2. A *letter* may be large, small, capital, Roman, Italic.
3. The *mouth* may be, large, small, open, closed, yawning.
4. The *eyes* may lively, piercing, brilliant, dim, dull, vacant.
5. The *teeth* may be white, decayed, rotten, carious, hollow.

III. Place at the end of the sentence the portion given at the beginning in Italics. PUPIL'S EDITION: *In warm weather a gentle stream....*

A gentle stream of clear, cool water is a pleasing sight *in warm weather.*

A strong cord is needed for *tying heavy articles.*

The rain fell *heavily.*

The lesson was *explained very clearly.*

The musician sings *sweetly.*

Exercise on Homophonous Words.

- | | | | |
|---------------|----------|---------|----------|
| IV.—1. Aisle. | 2. Lead. | 3. Lie. | 4. Made. |
| Isle. | Led. | Loan. | Maid. |
| Lain. | Lessen. | Lone. | Mail. |
| Lane. | Lesson. | Lye. | Male. |

Where the dash occurs insert a suitable word from the above list.

1. The *isle* is situated in the mouth of the river, three miles from the city.
I'll walk down the *aisle* of the cathedral.
He has *lain* down to sleep at the foot of the *lane*.

Phraseology and Composition.

2. The guide *led* me to the *lead* mines.
Every pupil should learn his *lesson* well.
You should try to *lessen* your expenses.
3. Never be so base as to *lie*, because a *lie* offends God.
Lye is made from the ashes of wood.
They left him in *lone* woods.
George has the *loan* of my dictionary.
4. The vest was *made* to order.
The *maid* has swept the room.
The *male* sheep has horns.
The letter will go by the next *mail*.

V. Write a composition on "OUR DAILY BREAD."

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LESSON XLII.—CHAPTER IV.—Pronouns.
Personal Pronouns.

65

107. A Pronoun is a word used instead of a noun; as, "*The boy loves his book; he has long lessons, and he learns them well.*"

108. Pronouns are divided into three classes; *Personal, Relative, and Interrogative.*

109. A Personal Pronoun is a pronoun that shows by its form of what person it is.

110. Personal Pronouns are divided into two classes, *Simple and Compound.*

111. The simple personal pronouns are five: *I*, of the first person; *thou*, of the second; *he, she, and it*, of the third person; with their plurals, *we, you, they.*

107. What is a Pronoun?—108. How are pronouns divided?—109. What is a Personal Pronoun?—110. Into what classes are personal pronouns divided?—111. Name the simple personal pronouns.

I. Contraries.—Tell the contrary of the given adjective by prefixing *in* to each word of the first column, and *un* to each of the second.

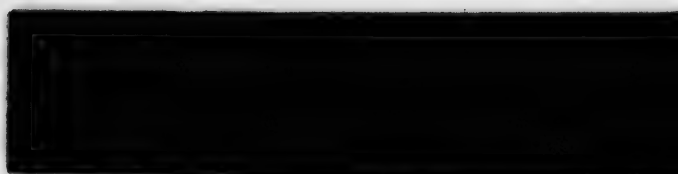
1. Attentive,	Inattentive.	2. Happy,	Unhappy.
Capable,	Incapable.	Easy,	Uneasy.
Commodious,	Incommodious.	Handy,	Unhandy.
Complete,	Incomplete.	Merciful,	Unmerciful.
Corrigible,	Incorrigible.	Pleasant,	Unpleasant.

II. Personal Pronouns.—Insert a pronoun of the first or second person.

MY DEAR PAPA AND MAMMA,
My companions who are older than I, write nice letters to their parents. But I am so small, what can I say to you, my dear Papa and Mamma? I do not know if it will please you, but I will say what my little heart tells me. I love you, dear Papa and Mamma. I want to love you always. When Christmas was coming I often thought of you. On my knees at the foot of the crib, I asked the dear Infant Jesus always to give you good health. I then asked Him to make me obedient, good, and fond of study. I know the sweet Infant Jesus will grant me what I asked, and then, dear Papa and Mamma, you will be pleased with your little Johnny, who sends you a letter full of kisses.

III. Draw one line under the personal pronouns of the singular number, and two lines under those of the plural number.—You have done the mischief, and I bear the blame.—*Thou* shalt love the Lord.—The bird is building *her* nest.—*My* mother instructs the children daily.—*They* were very attentive.—We are going to the exhibition.—*He* is a good boy.—*She* is industrious.—*It* is elegant.

Oral Conjugation.—Potential Present.—I may (can or must) love, thou mayest love, he..... I may (can or must) read.....



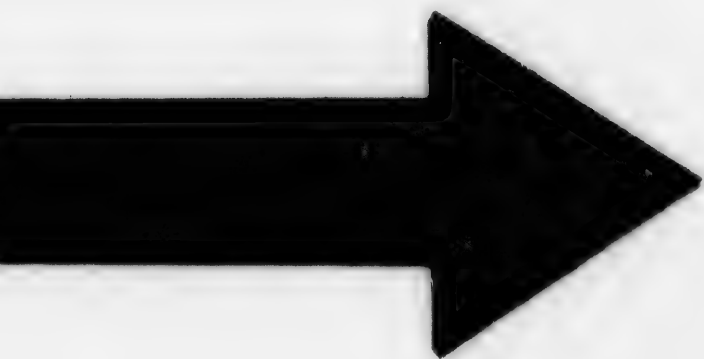
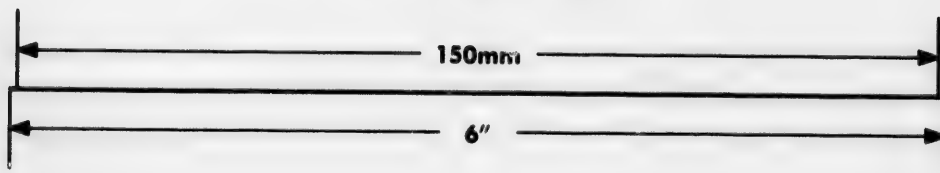
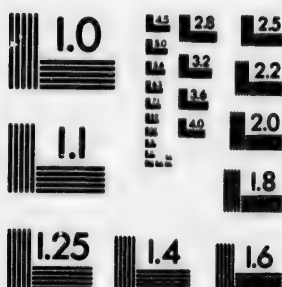
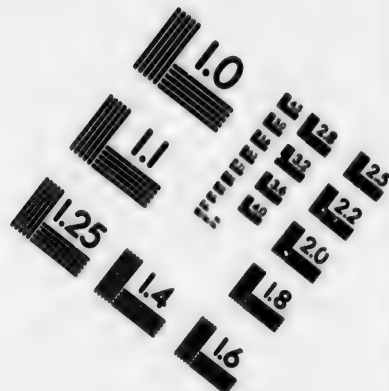
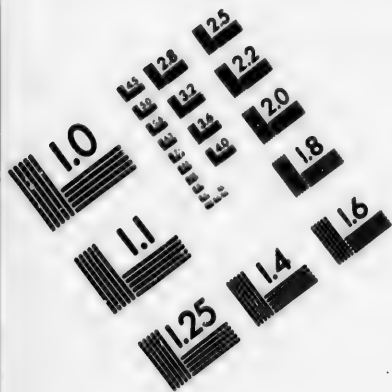
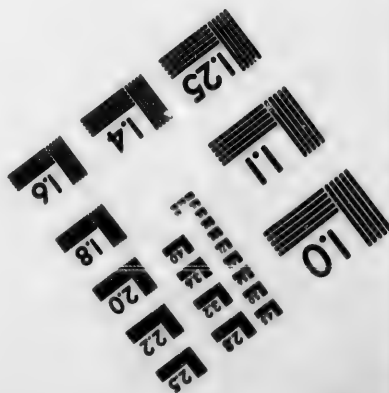


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112. The **Declension of a Pronoun** is a regular arrangement of its numbers and cases.

113. Declension of the Simple Personal Pronouns.

Person.	Gender.	Cases.	Singular.	Plural.
First,	Mas. or Fem.	Nom.	I,	we,
		Poss.	my or mine,	our or ours,
		Obj.	me;	us,
Second,	Mas. or Fem.	Nom.	Thou,	you,
		Poss.	thy or thine,	your or yours,
		Obj.	thee;	you.
Third,	Mas.	Nom.	He,	they,
		Poss.	his,	their or theirs,
		Obj.	him;	them.
Third,	Fem.	Nom.	She,	they,
		Poss.	her or hers,	their or theirs,
		Obj.	her;	them.
Third,	Neuter.	Nom.	It,	they,
		Poss.	its,	their or theirs,
		Obj.	it;	them.

114. Of the two forms of the possessive case, *my, our; thy, your; her, their*, the former is used before a noun expressed; as, "*This is my book;*" and *thine, yours; hers, theirs*, are used when the governing noun is understood or at some distance; as, "*This book is mine;*" "*These clothes are yours.*"

115. The word *self* added to the simple personal pronouns, *my, thy, him, her, its*, forms the class of **Compound Personal Pronouns**, *myself, thyself, himself, herself, itself*. They have no possessive case, and are alike in the nominative and objective.

112. What is the Declension of a Pronoun?—113. Decline the personal pronouns.—First Person.—Second.—Third Mas.—Third Fem.—Third Neuter.—114. When is *mine* used instead of *my*?—*Ours* in place of *our*?—115. How are the Compound Personal Pronouns formed?—Name them.—Have they a possessive case?

Oral Exercise.—Give the obj. of *I*. *Me*.—Obj. plural of *I*. *Us*.—Poss. plural of *thou*. *Your or yours*.—Obj. plural of *he*. *Them*.—Poss. of *she*. *Her or hers*.—Nom. singular of *them*. *He, she, or it*.—Give the plural of *myself*. *Ourselves*.—*Thyself*. *Yourselves*.—*Himself, herself, itself*. *Themselves*.—(The Teacher should give exercises of this nature till the pupils can answer promptly.)

Sentences to be completed.—Insert a personal pronoun.

- God forgives *him* who knows how to forgive.
God will exact from *you* what *you* exact from others.
Cursed is *he* who causes grief to his father or his mother.
Those who reprove *us* for our faults are *our* friends.
- Happy is *he* who can say: *I* never injured *my* neighbor.
I myself told him the story.
We ourselves will go immediately.
These are *their* books.

Oral Conjugation.—Potential Past.—*I might love, thou mightst..... I might read.....*

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LESSON XLIII.—Relative Pronouns.

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116. A **Relative Pronoun** is a pronoun that represents an antecedent word or phrase, and connects different clauses of a sentence; as, "*The boy who wishes to be learned must be studious.*"

117. The Simple Relative Pronouns are *who, which, what, that.* They are alike in both numbers. *Who* is applied to persons; *which* to lower animals and inanimate things; *that* to persons and things; *what* to things.

118. A relative is of the same person, number, and gender as its antecedent.

119. *Which, what, that,* and *as* have no possessive case, and they are alike in the nominative and objective.

120.

Declension of Who.

Singular and Plural.	Nom.	Who,
	Poss.	whose,
	Obj.	whom.

121. **Exception.**—*Whose* is sometimes used as the possessive of *which*; as, "*A religion whose origin is divine.*"

122. The **Compound Relative Pronouns** are formed by adding *ever* or *soever* to *who, which,* and *what*. They are declined like the relatives *who, which* and *what*.

116. What is a Relative Pronoun?—117. Name the Simple Relatives.—How are they applied?—118. In what does a relative agree with its antecedent?—119. How do you decline *which, what,* and *that*?—120. Decline *who*.—121. Has *which* ever a possessive?—122. How are the Compound Relative Pronouns formed?—How are they declined?—Decline them. **NOM.** *Whoever* or *whosoever*, **POSS.** *Whosoever* or *whosoever's*, **OBJ.** *Whoever* or *whosoever*.

I. Sentences to be completed.—Insert a relative pronoun.—Give the modifications of each.

1. He *who* is truthful is honored.

The dog *which* barks seldom bites.

People *who* live in glass houses should not throw stones.

The men and horses *that* I saw were a mile off.

2. The men and women *whom* I saw were foreigners.

Whoever wins may laugh.

The happiness *which* a good conscience gives, is superior to all earthly enjoyments.

I did not hear *what* he said.

II. Draw one line under the relative pronouns and two lines under the personal pronouns.—Give the modifications of each.—God, by *whose* (p.) kindness we live, *whom* (o.) we worship, *who* (n.) created all things, is eternal.—This is the boy *whom* (o.) we (n.) met.—The man of *whom* (o.) I bought the knife *which* (o.) I lost, gave a better knife to me (o.) in its (p.) place.—Children *who* (n.) fear the Lord obey their (p.) parents.—A thief *who* (n.) stole a cow *which* (n.) belonged to a poor man, was caught in the trap *which* (n.) had been laid for him (o.).

Grat. Conjugation.—Potential Perfect.—I may have loved, thou mayst have loved..... I may have sung.....

1. As is sometimes a relative pronoun; as, "*He is as worthy a man as ever lived.*"

68 LESSON XLIV.—Interrogative Pronouns.

123. An Interrogative Pronoun is a pronoun with which a question is asked.

124. The interrogative pronouns are the same in form as the relatives. They are *who*, *which*, and *what*.

125. *Who* is applied to persons; as, "*Who is there?*"

126. *Which* is applied to persons in asking questions, to lower animals, and to things; as, "*Which of the boys?*"—"Which of the horses?"—"Which of the balls?"

127. *What* is applied only to things; as, "*What kind of pens are these?*"

128. The interrogative pronouns are declined like the corresponding relative pronouns.

123. What is an Interrogative Pronoun?—124. What is the form of the interrogative pronouns?—125. How is *who* applied?—126. *Which*?—127. *What*?—128. How are the interrogative pronouns declined?—Decline them. Nom. *Who*, Poss. *whose*, Obj. *whom*; *which* and *what*, like the relatives, have no possessive case, and they are alike in the nominative and the objective.

I. Formation of Nouns.—Form nouns from the following words by adding the suffix *ion*, *ment*, *ery*, *er*, *ing*, *ist*, *toner*, *ian*, or.—Tell whether the given word is a verb or a noun.

1. Except, v.,	Exception.	3. Gun, n.,	Gunner.
Confess, v.,	Confession.	Walk, n. or v.,	Walker.
Divide, v.,	Division.	Garden, n.,	Gardener.
Invent, v.,	Invention.	Moral, adj.,	Moralist.
Enchant, v.,	Enchantment.	Machine, n.,	Machinist.
2. Distill, v.,	Distillery.	4. Parish, n.,	Parishioner.
Print, n. or v.,	Printer.	Drug, n.,	Druggist.
Ring, n. or v.,	Ringier.	Music, n.,	Musician.
Swell, v.,	Swelling.	Comed, n.,	Comedian.
Bind, v.,	Binder.	Govern, v.,	Governor.

II. Sentences to be completed.—Insert an interrogative that will complete the sense.—Ask *what case*.—Exercise on the *Interrogation* (See Lesson LXXIX.).

1. *Who* was the inventor of printing? (Gutenberg.)
What is a house?
Who was Columbus? (A Genoese.)
Whose clothes are these?
2. *Which* book will you take?
What is wanted?
Which of the boys did the mischief?
What is the name of the school you attend?

III. Draw one line under the relatives and two lines under the interrogatives.—Ask the pupils to name the personal pronouns, and the number, person, gender, and case of each pronoun.—He is one of the best men *that* ever lived.—Who did it?—I don't know *who* did it.—*Who*ever he is, he is a mean fellow.—He knows not *what* has happened.—He *whose* honor is at stake is defending himself.—Whom do you mean?—*Whichever* way you go, be on your guard.—*Who*soever you are, I pray you, do me no injury.—She *whom* you met, is his cousin.—Tell her, *whoever* she is, I want to see her.—*What* is grammar?

Oral Conjugation.—Potential Pluperfect.—I might have loved, thou mightst, he.....; we might..... I might have read.....

Literary Selection for Explanation and Study.

THE SPARROW'S PETITION.

When the leaves had forsaken the trees,
And the forests were chilly and bare,
When the brooks were beginning to freeze,
And the snow fell in flakes thro' the air,

5 A Sparrow had fled from the wood
To the snug habitation of man,
On the door-sill the wanderer stood
And thus his petition began :

10 "The snow's coming down very fast ;
No shelter is found in the tree ;
When you hear the un pitying blast,
I pray you take pity on me.

15 "The insects with summer have flown ;
No berries their bright colors show ;
The ground is as hard as a stone,
And I'm almost buried in snow.

20 "Then pity a poor little thing,
And throw me a part of your store ;
I'll fly off the first day of spring
And not trouble you any more."

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES. What is spoken of in this piece of poetry?—A sparrow.
- TIME AND PLACE. When and where did the sparrow lament?—On a door-sill, in the beginning of winter.
2. WORDS AND ACTIONS.
 1. What does the sparrow say in the third stanza?—*The snow is falling, there is no shelter in the trees, when the cold winds are blowing, have pity on me.*
 2. What does the sparrow say in the fourth stanza?—*The insects and berries have gone with the summer, the ground is hard, and he is almost buried in the snow.*

3. RESULT.

Why does the sparrow relate all his sufferings?—
To prepare for his petition for food.

MORAL.

{ What lesson should be drawn from these verses?
 —Charity for the destitute and the homeless
 in winter.

Questions and Suggestions.

1. Use another expression for *forsaken*.—*Fallen from.*
2. What is a *tree*?—*A plant which is woody, branched, and perennial, generally exceeding ten feet in height.*
3. What is a *forest*?—*A large tract of land covered with trees, and which has never been cultivated.*
4. What is meant by *chilly and bare*?—*The weather was cold, and the leafless trees afford no shelter.*
5. What is a *brook*?—*A small stream of water.*
6. When does water freeze?—*At 32° Fahrenheit.*
7. What is *snow*?—*Watery particles congealed into white flakes.*
8. Why is there an apostrophe after *thro'*?—*To denote that the letters ugh are left out.*
9. What is a *sparrow*?—*A bird that feeds chiefly on insects and seeds.*
10. What is a *wood*?—*A large and thick collection of trees, a forest. (Commonly called woods.)*
11. What is the meaning of *snug* in this place?—*Convenient, comfortable.*
12. Use other words for *habitation*.—*Dwelling, residence, abode, house.*
13. For what is *wanderer* used?—*For sparrow.*
14. Use another word for *petition*.—*Request, prayer.*
15. Why is there an apostrophe in *snow's*?—*To take the place of i (snow is).*
16. Express the ninth line differently.—*It is snowing quickly.*
17. Why is no *shelter* found in the tree?—*Because it is leafless.*
18. What is the *unpitying blast*?—*The cold wind.*
19. From what is *unpitying* derived?—*From pity, by prefixing un and suffering ing.*
20. Use another word for *pray*.—*Beseech.*
21. What is an *insect*?—*A small animal with six legs, and breathing through tubes running through the body.*
22. What is *summer*?—*The warmest season of the year.*
23. What season comes after summer?—*Fall.*
24. What are the other two seasons?—*Winter and spring.*
25. What are the summer months in Canada?—*June, July, August.*
26. What is a *berry*?—*A small pulpy fruit containing seeds.*
27. Name some berries.—*Strawberries, raspberries.*
28. What does the apostrophe take the place of in *I'm*?—*It takes the place of a (I am).*
29. Why is the *a* left out?—*To make the line a syllable shorter.*
30. What is the meaning of *buried*?—*Covered out of sight.*

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Questions and Suggestions.

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31. Use another word for *almost*.—*Nearly*.
32. What is the meaning of *pity* in this place?—*Have compassion*.
33. Express *throw me a part of your store* differently.—*Give me some food*.
34. For what is *I'll* used?—*For I will*.
35. What is *spring*?—*The season of the year when plants begin to grow*.
36. What are the spring months in this country?—*March, April, and May*.
37. What is the meaning of *trouble* in this place?—*To give occasion of labor and expense to, to disturb*.
38. Name the nouns of the first stanza.—*Leaves, trees, forests, brooks, snow, flakes, air*.
39. What is the singular of *leaves*?—*Leaf*. (50)
40. How is *snug* compared?—*Snug, snugger, snuggest*. (98-99)
41. What kind of an adjective is *unpitying*?—*A participial adjective*. (90)
42. What is the singular of *berries*?—*Berry*. (48)
43. What is the singular of *colors*?—*Color*. (46)
44. Name all the adjectives in the selection.—*Chilly, bare, snug, unpitying* (part. a.), *bright, hard, poor, little, first* (n. a.), *any* (pro. a.).
45. Name the pronouns in the piece.—*8th l., his, pers. p.; 11th l., you, pers. p.; 12th l., I, pers. p.; 13th l., you, pers. p.; 14th l., their, pers. p.; 15th l., I, pers. p.; 16th l., me, pers. p.; 17th l., your, pers. p.; 18th l., I, pers. p.; 19th l., you, pers. p.; 20th l., you, pers. p.*
46. Tell of what person, number, and gender each of the above pronouns is.

Exercises in Phraseology and Composition.

- I. Tell what is done with a *knife*, a *pencil*, a *hoe*, an *ax*, a *hammer*.
 1. A *knife* is used to cut bread, to carve wood, to sharpen pencils, to peel fruit.
 2. A *pencil* is used to write, to figure, to take notes, to draw.
 3. A *hoe* is used for cutting up weeds and loosening the earth in fields and gardens.
 4. An *ax* is used to split wood, to fell trees, to cut off branches.
 5. A *hammer* is used to drive nails, to work iron, to break stones.
- II. Tell what the *warbler*, the *horse*, a *servant*, a *merchant*, the *rose*, a *rivulet*, the *wind*, *thunder*, can do.
 1. The *warbler* leaps, flies, sings, twitters, chirps.
 2. The *horse* can gallop, trot, rear, prance, carry loads.
 3. A *servant* can sweep, dust, brush, serve, clean.

Phraseology and Composition.

4. A merchant can sell, buy, negotiate, gain, lose.
5. The rose can expand, flourish, bloom, fade, wither.
6. A rivulet can run, murmur, overflow, dry up, freeze.
7. The wind can rise, whistle, blow, groan, cease, fall.
8. Thunder can roll, burst, frighten, terrify, kill.

III. Place at the end of the sentence the portion given at the beginning in Italics. PUPIL'S EDITION: *When far from one's country, the heart suffers sorely.*

1. The heart suffers sorely *when far from one's country.*
2. It is agreeable to rest *after hard work.*
3. A youth is preserved from many dangers *under the guardianship of his parents.*
4. A fortune is made *by economy.*
5. One can never be lonesome *with a good book.*
6. All nature is revived *at the rising of the sun.*
7. There is no happiness *without peace of conscience.*

Exercise on Homophonous Words.

IV.—1. Main.	2. Meet.	3. Knew.	4. Knot.
Mane.	Met.	Knight.	None.
Meat.	Miner.	New.	Not.
Meat.	Minor.	Night.	Nun.

Where the dash occurs insert a suitable word from the above list.

1. The State of Maine is washed, in part, by the waters of the *main*.
The *mane* is an ornament to the horse.
It is not *meet* to throw away good *meat*.
2. Have you asked him to *mete* the land honestly?
I did not *meet* the traveler yesterday.
That young lady is a *minor*.
The *miner* has come up from the coal mine.
3. That *gnu* with a *new* halter about his neck, was caught in Africa.
Sam *knew* his lessons.
The *knight* walked on the ramparts the whole night.
4. I have *none* of them.
A *nun* should be respected, because she devotes her life to the good of humanity.
Jane did not open the *knot*.

V. Write a description of THE CITY IN WHICH YOU LIVE.

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129. A **Verb** is a word used to express action or being ; as, "*John writes a letter.*"—" *God is.*"

180. Verbs are divided, with respect to their *meaning*, into two classes, *Transitive* and *Intransitive*.

181. A **Transitive Verb** is a verb that expresses action done by some person or thing to another ; as, "*Joseph strikes the desk.*"—" *The desk was struck by Joseph.*"

182. An **Intransitive Verb** is a verb that expresses being, or action not done to another ; as, "*God is.*"—" *Henry runs.*"

188. Verbs are divided, with respect to their form, into three classes ; *Regular*, *Irregular*, and *Defective*.

184. A **Regular Verb** is a verb that forms its preterit and perfect participle by the addition of *d* or *ed* to its root ; as, *love, loved* ; *warm, warmed*.

185. The **Root** of a verb is the present infinitive without the sign *to*.

186. The regular verbs that form their preterit and perfect participle by adding *d* only, end in *e* ; as, *love, loved* ; *behave, behaved*.

187. An **Irregular Verb** is a verb that does not form its preterit or perfect participle by adding *d* or *ed* to the root ; as, *break, broke, broken*.

188. A **Defective Verb** is a verb that forms no participles and is not used in all the moods and tenses ; as, *beware, ought*.

189. Verbs have modifications of four kinds ; *Moods, Tenses, Persons, and Numbers*.

140. **Moods** are modifications of the verb, to express some particular manner of the action or being.

141. There are five moods ; the *Infinitive*, the *Indicative*, the *Potential*, the *Subjunctive*, and the *Imperative*.

142. The **Infinitive Mood** is used to express action or being without person or number ; as, "*I longed to see Ireland.*"

129. What is a Verb?—130. With respect to their meaning, how are verbs divided?—181. What is a Transitive Verb?—182. An Intransitive Verb?—183. With regard to their form, how are verbs divided?—134. What is a Regular Verb?—185. What is the Root of a verb?—186. What verbs form their preterit by adding *d* only?—187. What is an Irregular Verb?—188. A Defective Verb?—189. What modifications have verbs?—140. What are Moods?—141. How many moods are there?—Name them.—142. For what is the Infinitive Mood used?

148. The **Indicative Mood** is generally used to express a declaration or an interrogation; as, "*John is there.*"—"Is John there?"

144. The **Potential Mood** is generally used to express power, ability, possibility, or necessity; as, "*I can write.*"—"He may go."—"James might come."—"Sarah must do it."

145. The **Subjunctive Mood** is generally used to express condition, doubt, or contingency; as, "*If he come he will be welcome.*"

Contingency means possibility or uncertainty of occurring.

146. The **Imperative Mood** is generally used to express a command, an exhortation, or an entreaty, with reference either to present or future time; as, "*Study your lessons.*"—"Go in peace."—"I beseech you come with me."

147. **Tenses** are modifications of the verb used to distinguish the time of the action or being.

148. There are six tenses; the *Present*, the *Past*, the *Perfect*, the *Pluperfect*, the *Future*, and the *Future Perfect*.

149. The **Present Tense** is used to express what exists or is taking place; as, "*God is.*"—"The boy studies."

150. The **Past Tense** is used to express what took place or was occurring in time fully past; as, "*I studied last night.*"—"I was writing."

151. The **Perfect Tense** is used to express what has taken place in some period of time not fully past; as, "*I have studied to-day.*"

152. The **Pluperfect Tense** is used to express what had taken place at or before some past time mentioned; as, "*I had finished my exercise when he entered.*"—"The ship had sailed before the mail arrived."

153. The **Future Tense** is used to express what will take place in time to come; as, "*I shall study to-morrow.*"

149. For what is the Indicative Mood used?—144. The Potential?—145. The Subjunctive?—146. The Imperative?—147. What are Tenses?—148. How many tenses are there?—149. For what is the Present Tense used?—150. The Past?—151. The Perfect?—152. The Pluperfect?—153. The Future?

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154. The **Future Perfect Tense** is used to express what will have taken place at or before some future time mentioned; as, "*I shall have studied my lesson by noon.*"—"He will have finished his letter before you are ready."

155. The **Person** and **Number** of a verb are those modifications in which it agrees with its subject or nominative.

156. Verbs have two numbers, the *Singular* and the *Plural*. There are three persons in each number; the *First*, the *Second*, and the *Third*.

157. The **Conjugation** of a verb is a regular arrangement of all its voices, moods, tenses, persons, numbers, and participles.

158. There are four **Principal Parts** in the conjugation of every complete verb; the *Present*,¹ the *Preterit*,¹ the *Imperfect Participle*, and the *Perfect Participle*. These are called the *principal* or *radical* parts, because all the other parts are formed from them.

159. The verbs *be*, *do*, *have*, *shall*, *will*, *may*, *can*, and *must* are called **Auxiliaries**, because they are used in the conjugation of other verbs.

160. *Be*, *do*, and *have* are also complete verbs.

161. **Voice** is that property of transitive verbs which distinguishes their subjects as *acting* or as *acted upon*.

162. There are two voices, the *Active* and the *Passive*.

163. The **Active Voice** is that form of a transitive verb which denotes that the *subject does* the action expressed by the verb; as, "*Napoleon invaded Russia.*"

164. The **Passive Voice** is that form of a transitive verb which denotes that the *subject receives* the action expressed by the verb; as, "*Russia was invaded by Napoleon.*"

154. For what is the Future Perfect Tense used?—155. What are the Person and Number of a verb?—156. How many numbers have verbs?—How many persons in each number?—157. What is the Conjugation of a verb?—158. How many Principal Parts has every complete verb?—Name them.—159. Name the Auxiliary Verbs.—Why are they called auxiliaries?—160. Name the auxiliaries that are complete verbs.—161. What is Voice?—162. How many voices are there?—Name them.—163. What is the Active Voice?—164. The Passive Voice?

1. From the Infinitive Present. 2. From the Indicative Past in its simple form.

165. CONJUGATION OF THE VERB **HAVE**.¹**Principal Parts.**

<i>Present.</i>	<i>Preterit.</i>	<i>Imperfect Participle.</i>	<i>Perfect Participle.</i>
Have.	Had.	Having.	Had.

INFINITIVE MOOD.**Present Tense.**

To have.

Perfect Tense.

To have had.

INDICATIVE MOOD.**Present Tense.***Singular.*

1. I have,
2. Thou hast,
3. He has ;

Plural.

1. We have,
2. You have,
3. They have.

Past Tense.*Singular.*

1. I had,
2. Thou hadst,
3. He had ;

Plural.

1. We had,
2. You had,
3. They had.

Perfect Tense.Signs: *Have, hast, has.**Singular.*

1. I have had,
2. Thou hast had,
3. He has had ;

Plural.

1. We have had,
2. You have had,
3. They have had.

Pluperfect Tense.Signs: *Had, hadst.**Singular.*

1. I had had,
2. Thou hadst had,
3. He had had ;

Plural.

1. We had had,
2. You had had,
3. They had had.

¹ *Have* is a transitive verb used only in the Active Voice.

Verbs.

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Future Tense.

Sions: Shall, will.

Singular.

1. I shall have,
2. Thou wilt have,
3. He will have;

Plural.

1. We shall have,
2. You will have,
3. They will have.

Future Perfect Tense.

Sions: Shall have, will have.

Singular.

1. I shall have had,
2. Thou wilt have had,
3. He will have had;

Plural.

1. We shall have had,
2. You will have had,
3. They will have had.

POTENTIAL MOOD.

Present Tense.

Sions: May, can, or must.

Singular.

1. I may have,
2. Thou mayst have,
3. He may have;

Plural.

1. We may have,
2. You may have,
3. They may have.

Past Tense.

Sions: Might, could, would, or should.

Singular.

1. I might have,
2. Thou mightst have,
3. He might have;

Plural.

1. We might have,
2. You might have,
3. They might have.

Perfect Tense.

Sions: May, can, or must have.

Singular.

1. I may have had,
2. Thou mayst have had,
3. He may have had;

Plural.

1. We may have had,
2. You may have had,
3. They may have had.

Pluperfect Tense.*Signs: Might, could, would, or should have.**Singular.*

1. I might have had,
2. Thou mightst have had,
3. He might have had ;

Plural.

1. We might have had,
2. You might have had,
3. They might have had.

SUBJUNCTIVE MOOD.**Present Tense.***Singular.*

1. If I have,
2. If thou have,
3. If he have ;

Plural.

1. If we have,
2. If you have,
3. If they have.

Past Tense.*Singular.*

1. If I had,
2. If thou had,
3. If he had ;

Plural.

1. If we had,
2. If you had,
3. If they had.

IMPERATIVE MOOD.**Present Tense.***Singular.*

2. Have thou or do thou have.

Plural.

2. Have you or do you have.

Participles.*Imperfect.*

Having,

Perfect.

Had.

Preperfect.

Having had.

Present.

Be.

166. CONJUGATION OF THE VERB **BE.****Principal Parts.**

<i>Present.</i>	<i>Preterit.</i>	<i>Imperfect Participle.</i>	<i>Perfect Participle.</i>
Be.	Was.	Being.	Been.

INFINITIVE MOOD.**Present Tense.**

To be.

Perfect Tense.

To have been.

INDICATIVE MOOD.**Present Tense.**

<i>Singular.</i>	<i>Plural.</i>
1. I am, -	1. We are,
2. Thou art,	2. You are,
3. He is ;	3. They are.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I was,	1. We were,
2. Thou wast,	2. You were,
3. He was ;	3. They were.

Perfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I have been,	1. We have been,
2. Thou hast been,	2. You have been,
3. He has been ;	3. They have been.

Pluperfect Tense.

<i>Singular.</i>	<i>Plural.</i>
1. I had been,	1. We had been,
2. Thou hadst been,	2. You had been,
3. He had been ;	3. They had been.

Verbs.

Future Tense.

Singular.

1. I shall be,
2. Thou wilt be,
3. He will be ;

Plural.

1. We shall be,
2. You will be,
3. They will be.

Future Perfect Tense.

Singular.

1. I shall have been,
2. Thou wilt have been,
3. He will have been ;

Plural.

1. We shall have been
2. You will have been,
3. They will have been.

POTENTIAL MOOD.

Present Tense.

Singular.

1. I may be,
2. Thou mayst be,
3. He may be ;

Plural.

1. We may be,
2. You may be,
3. They may be.

Past Tense.

Singular.

1. I might be,
2. Thou mightst be,
3. He might be ;

Plural.

1. We might be,
2. You might be,
3. They might be

Perfect Tense.

Singular.

1. I may have been,
2. Thou mayst have been,
3. He may have been ;

Plural.

1. We may have been,
2. You may have been,
3. They may have been

Pluperfect Tense.

Singular.

1. I might have been,
2. Thou mightst have been,
3. He might have been ;

Plural.

1. We might have been,
2. You might have been,
3. They might have been.

Present.
Love.

Verbs.

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SUBJUNCTIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I be,	1. If we be,
2. If thou be,	2. If you be,
3. If he be ;	3. If they be.

Past Tense.

<i>Singular.</i>	<i>Plural.</i>
1. If I were,	1. If we were,
2. If thou were,	2. If you were,
3. If he were ;	3. If they were.

IMPERATIVE MOOD.

Present Tense.

<i>Singular.</i>	<i>Plural.</i>
2. Be thou or do thou be.	2. Be you or do you be.

Participles.

<i>Imperfect.</i>	<i>Perfect.</i>	<i>Preperfect.</i>
Being.	Been.	Having been.

167. CONJUGATION OF THE REGULAR TRANSITIVE VERB **LOVE.**

ACTIVE VOICE.

Principal Parts.

<i>Present.</i>	<i>Past.</i>	<i>Present Participle.</i>	<i>Past Participle.</i>
Love.	Loved.	Loving.	Loved.

Verbs.

INFINITIVE MOOD.

Present Tense.

Singular.

1. I love,
2. Thou lovest,
3. He loves ;

Plural.

1. We love,
2. You love,
3. They love.

Past Tense.

Singular.

1. I loved,
2. Thou lovedst,
3. He loved ;

Plural.

1. We loved,
2. You loved,
3. They loved.

Perfect Tense.

SIGNS: *Have, hast, has.**Singular.*

1. I have loved,
2. Thou hast loved,
3. He has loved ;

Plural.

1. We have loved,
2. You have loved,
3. They have loved.

Pluperfect Tense.

SIGN: *Had.**Singular.*

1. I had loved,
2. Thou hadst loved,
3. He had loved ;

Plural.

1. We had loved,
2. You had loved,
3. They had loved.

Future Tense.

SIGNS: *Shall, will.**Singular.*

1. I shall love,
2. Thou wilt love,
3. He will love ;

Plural.

1. We shall love,
2. You will love,
3. They will love.

Future Perfect Tense.

SIGNS: *Shall or will have.**Singular.*

1. I shall have loved,
2. Thou wilt have loved,
3. He will have loved ;

Plural.

1. We shall have loved,
2. You will have loved,
3. They will have loved.

POTENTIAL MOOD.

Present Tense.

SIGNS: *May, can, or must.*

Singular.

1. I may love,
2. Thou mayst love,
3. He may love ;

Plural.

1. We may love,
2. You may love,
3. They may love.

Past Tense.

SIGNS: *Might, could, would, or should.*

Singular.

1. I might love,
2. Thou mightst love,
3. He might love ;

Plural.

1. We might love,
2. You might love,
3. They might love.

Perfect Tense.

SIGNS: *May, can, or must have.*

Singular.

1. I may have loved,
2. Thou mayst have loved,
3. He may have loved ;

Plural.

1. We may have loved,
2. You may have loved,
3. They may have loved.

Pluperfect Tense.

SIGNS: *Might, could, would, or should have.*

Singular.

1. I might have loved,
2. Thou mightst have loved,
3. He might have loved ;

Plural.

1. We might have loved,
2. You might have loved,
3. They might have loved.

SUBJUNCTIVE MOOD.

Present Tense.

Singular.

1. If I love,
2. If thou love,
3. If he love ;

Plural.

1. If we love,
2. If you love,
3. If they love.

Verbs.**Past Tense.***Singular.*

1. If I loved,
2. If thou loved,
3. If he loved ;

Plural.

1. If we loved,
2. If you loved,
3. If they loved.

IMPERATIVE MOOD.**Present Tense.***Singular.*

2. Love thou or do thou love.

Plural.

2. Love you or do you love.

Participles.*Present.*

Loving.

Past.

Loved.

Perfect.

Having loved.

108. CONJUGATION OF THE TRANSITIVE VERB**LOVE.****PASSIVE VOICE.****Principal Parts.***Present.*

Love.

Preterit.

Loved.

Imperfect Participle.

Loving.

Perfect Participle.

Loved.

INFINITIVE MOOD.**Present Tense.**

To be loved.

Perfect Tense.

To have been loved.

INDICATIVE MOOD.**Present Tense.***Singular.*

1. I am loved,
2. Thou art loved,
3. He is loved ;

Plural.

1. We are loved,
2. You are loved,
3. They are loved.

Past Tense.*Singular.*

1. I was loved,
2. Thou wast loved,
3. He was loved ;

Plural.

1. We were loved,
2. You were loved,
3. They were loved.

Perfect Tense.*Singular.*

1. I have been loved,
2. Thou hast been loved,
3. He has been loved ;

Plural.

1. We have been loved,
2. You have been loved,
3. They have been loved.

Pluperfect Tense.*Singular.*

1. I had been loved,
2. Thou hadst been loved,
3. He had been loved ;

Plural.

1. We had been loved,
2. You had been loved,
3. They had been loved.

Future Tense.*Singular.*

1. I shall be loved,
2. Thou wilt be loved,
3. He will be loved ;

Plural.

1. We shall be loved,
2. You will be loved,
3. They will be loved.

Future Perfect Tense.*Singular.*

1. I shall have been loved,
2. Thou wilt have been loved,
3. He will have been loved ;

Plural.

1. We shall have been loved,
2. You will have been loved,
3. They will have been loved.

POTENTIAL MOOD.**Present Tense.***Singular.*

1. I may be loved,
2. Thou mayst be loved,
3. He may be loved ;

Plural.

1. We may be loved,
2. You may be love,
3. They may be loved.

Verbs.**Past Tense.***Singular.*

1. I might be loved,
2. Thou mightst be loved,
3. He might be loved ;

Plural.

1. We might be loved,
2. You might be loved,
3. They might be loved.

Perfect Tense.*Singular.*

1. I may have been loved,
2. Thou mayst have been loved,
3. He may have been loved ;

Plural.

1. We may have been loved,
2. You may have been loved,
3. They may have been loved.

Pluperfect Tense.*Singular.*

1. I might have been loved,
2. Thou mightst have been loved,
3. He might have been loved ;

Plural.

1. We might have been loved,
2. You might have been loved,
3. They might have been loved.

SUBJUNCTIVE MOOD.**Present Tense.***Singular.*

1. If I be loved,
2. If thou be loved,
3. If he be loved ;

Plural.

1. If we be loved,
2. If you be loved,
3. If they be loved.

Past Tense.*Singular.*

1. If I were loved,
2. If thou were loved,
3. If he were loved ;

Plural.

1. If we were loved,
2. If you were loved,
3. If they were loved.

IMPERATIVE MOOD.

Present Tense.

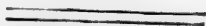
- Singular.* 2. Be thou loved *or* do thou be loved.
Plural. 2. Be you loved *or* do you be loved.

Participles.

Imperfect.
 Being loved.

Perfect.
 Loved.

Preperfect.
 Having been loved.



Oral Exercise.—What is a Verb? (120).—Name the verbs in the examples. *Writes, is.*—What does *writes* say of John? *It says what he does.*—What does *writes* express? *It expresses action.*—What does *is* say of God? *It asserts His being or existence.*—Conjugate the verb *have* in regular order as far as the Potential Mood. (165).—Ex.: *Principal Parts.*—Have, had, having, had. *Infinitive Present.*—To have; *Perfect.*—To have had. *Indicative Present.*—I have, thou hast.....—The Teacher may continue this exercise to suit the class.

I. Verbs.—Indicate orally or by means of the letters *g* or *b* whether the action expressed by the verb is good or bad.

- | | | | |
|---------------------|-----------------------|----------------------|------------------------|
| 1. Obey, <i>g</i> . | 2. Avenge, <i>b</i> . | 3. Bless, <i>g</i> . | 4. Babble, <i>b</i> . |
| Pout, <i>b</i> . | Pardon, <i>g</i> . | Sin, <i>b</i> . | Disobey, <i>b</i> . |
| Annoy, <i>b</i> . | Forgive, <i>g</i> . | Reflect, <i>g</i> . | Calumniate, <i>b</i> . |
| Study, <i>g</i> . | Tease, <i>b</i> . | Boast, <i>b</i> . | Preach, <i>g</i> . |
| Pray, <i>j</i> . | Mock, <i>b</i> . | Confess, <i>g</i> . | Backbite, <i>b</i> . |
| Work, <i>g</i> . | Correct, <i>g</i> . | Betray, <i>b</i> . | Detract, <i>b</i> . |
| Lie, <i>b</i> . | Instruct, <i>g</i> . | Torment, <i>b</i> . | Repent, <i>g</i> . |

II. Verbs.—Insert a suitable verb.

1. A good Christian *knows* how to be patient in trials.
It is not enough to commence well, we should also *end* well.
God commands us to *love* and *respect* our parents.
It is not enough to *receive* praise, we must *deserve* it.
We should *have* compassion on the poor who *beg* our assistance.
We must return the *deposit* that has been confided to us.
2. Constant labor *is* the road to success.
Obedience and love of work *are* two great virtues.
Time *is* so precious, we must never *waste* it.
The law of God *forbids* us to covet our neighbor's goods.
Do you *believe* that wealth *is* essential to happiness?
Speech *is* silver; but silence *is* gold.

III. Underline the verbs.

SPRING.

Will Spring return,
And birds and lambs again *be* gay,
And blossoms *clothe* the hawthorne spray?
Yes, prattlers, yes. The daisy's flower
Again *shall paint* your summer bower;
Again the hawthorne *shall supply*
The garlands you delight to *tie*;
The lambs upon the lea *shall bound*,
The wild birds *carol* to the round,
And while you *frolic* light as they,
Too soon *shall seem* the summer day.—SCOTT.

Oral Conjugation.—Imperative Present.—Love thou or do thou love; love you or do you love.—Read thou or do.....; read you or.....

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LESSON XLVII.—Sentences.

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169. A Sentence is such an assemblage of words as makes complete sense; as, "God is love."

170. The complete sense expressed in a sentence is called a *proposition*.

171. The Essential Parts of a sentence are the *Subject* and the *Predicate*; as, "I exist."

172. The Subject of a sentence is that of which it treats; as, "God is love."

173. The Predicate of a sentence is that which is said of the subject; as, "I exist."—"God is love."

169. What is a Sentence?—170. What is a Proposition?—171. What are the Essential Parts of a sentence?—172. What is the Subject of a sentence?—173. What is the Predicate of a sentence?

Oral Exercise.—What is a Verb? (129)—How is the subject of a verb found?—Conjugate the verb *have*, commencing at the Potential Mood, and continuing to the end. (165)—Ex.: *Potential Present*.—I may have, thou mayst have, he may have; we may have.....

I. Verbs.—State orally or by means of the letter *b* or *m*, whether the action indicated by the verb is an act of the mind or of the body.

1. Hate, m.	3. Judge, m.	5. Sweat, b.	7. Dress, b.
Run, b.	Whiten, b.	Despise, m.	Fear, m.
Hope, m.	Decide, m.	Form, m. and b.	Fall, b.
Understand, m.	Sit, b.	Build, b.	Count, m.
Travel, b.	Demolish, b.	Respect, m.	Rejoice, m.
2. Cut, b.	4. Envy, m.	6. Cherish, m.	Faint, b.
Know, m.	Drink, b.	Saw, b.	Wish, m.
Learn, m.	Recollect, m.	Plane, b.	Believe, m.
File, b.	Sleep, b.	Think, m.	Throw, b.
Twist, b.	Wash, b.	Sew, b.	Conclude, m.

II. Predicates.—Supply the predicates.—The Teacher may also require the pupils to indicate the subject.

1. To give is a pleasure, and to pay is a duty.
Do not allow the sun to go down on your anger.
Know how to forgive if you want God to forgive you.
Wisdom should discover to us our defects, and charity should hide those of our neighbor.
Happy is the person who says on awaking: I want to be better to-day than I was yesterday.
2. There is more pleasure to give than to receive.
It honors a person to forget the faults of others.
To obey God begets happiness and honor.
We should acquit ourselves of our duty, cost what it may.
We should be temperate in eating and drinking.

III. Draw one line under the subject and two lines under the predicate.

MODERATION.

He that is moderate in his wishes, from reason and choice, and not resigned from sourness, distaste, or disappointment, doubles all the pleasures of life. Health is not eaten up with care, nor pleasure interrupted by envy. He is no man's rival, but every man's well-wisher; and can look at a prosperous man with pleasure, in reflecting that he hopes he is as happy as himself.—STEELE.

Oral Conjugation.—Infinitive Present.—To play. Perfect.—To have played. To sing; to have sung. Indicative Present.—I play, thou playest, he plays; we play..... I sing, thou singest, he sings; we.....

174. With regard to their meaning, sentences are divided into four classes; *Declarative, Imperative, Interrogative, and Exclamatory.*

175. A **Declarative Sentence** is a sentence that expresses an affirmation or negation; as, "*The sun has set.*"—" *The sun has not set.*"

176. An **Imperative Sentence** is a sentence that expresses a command; as, "*Go home.*"

177. An **Interrogative Sentence** is a sentence by which a question is asked; as, "*Does he study?*"

178. An **Exclamatory Sentence** is a sentence by which an exclamation is made; "*How he studies!*"

174. With regard to their meaning, how are sentences divided?—175. What is a Declarative Sentence?—176. An Imperative Sentence?—177. An Interrogative Sentence?—178. An Exclamatory Sentence?

Oral Exercise.—What is a Verb? (199)—With regard to their meaning, how are verbs divided? (130)—What is a Transitive Verb? (131)—An Intransitive Verb? (132)—Conjugate the verb *be* in regular order to the Potential Mood. (166)—**Ex.: Principal Parts.**—Be, was, being, been. *Inf. Present.*—To be. *Perfect.*—To have been. *Ind. Present.*—I am, thou art.....

I. Verbs.—Indicate orally or by means of the letter *t.* or *i.* whether the verb is transitive or intransitive.—*The Teacher should make the pupils give the reason in each case.*

1. Perseverance *overcomes* (t.) all obstacles.

Frances *broke* (t.) the bottle.

The lightning *glanced* (i.) from the clouds and *struck* (t.) the oak.

Victoria *is* (i.) queen of England.

2. The winds *blow* (i.).

They *admitted* (t.) us into a spacious hall.

Sugar *is* (i.) a nourishing article of food.

You only *waste* (t.) your time in quarrelling about such a trifling ques. [tion.

II. Verbs.—Where the dash occurs insert a suitable verb.—*The Teacher may ask to what class the verb belongs.*

1. We shou'd *employ* (t.) our spare time in study.

His wisdom *cost* (t.) him bitter experience.

The rivulet *flows* (i.) with a noiseless current.

A man *dies* (i.) but a nation *lives* (i.).

2. All that lives must *die* (i.).

The wind *blew* (i.) furiously and shook the house.

Evil communications *corrupt* (t.) good manners.

A landscape *presents* (t.) a pleasing variety of objects.

III. Indicate orally or by means of the proper initial to what class the sentence belongs.—John, study your lesson. (i.)—Joachim, where are you going? (int.)—Moses died on Mount Nebo. (d.)—Bonaparte died in exile. (d.)—How kindly he treated his sister! (e.)—Will Thomas return soon? (int.)—Ask and you shall receive. (i.)—A stitch in time saves nine. (d.)—Who is emperor of Germany? (int.)—How it blows! (e.)—A rolling stone gathers no moss. (d.)—Long icicles glistened in the sunlight. (d.)—Who founded Toronto? (int.)—Bring me my overcoat. (i.)—Alas, they are no more! (e.)—Thou shalt honor thy father and thy mother. (i.)

Oral Conjugation.—*Indicative Past.*—I played, thou playedst, he played; we..... I walked, thou walkedst, he walked; we..... *Perfect.*—I have played, thou hast.....; he has.....; we have.....

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179. As regards their construction, sentences are divided into three classes; *Simple, Complex, and Compound.*

180. A **Simple Sentence** is a sentence that contains but one proposition; as, "*It blows.*"—"Henry is here."

181. A **Complex Sentence** is a sentence that consists of a proposition modified by one or more other propositions; as, "*Children who disobey their parents, deserve punishment.*"

182. The propositions in Complex and Compound Sentences are called *clauses*. Clauses are divided into *Independent and Dependent.*

183. An **Independent or Principal Clause** is a clause that expresses complete sense when used alone; as, "*Children who disobey their parents, deserve punishment.*"

184. A **Dependent Clause** is a clause that depends upon another clause; as, "*Children who disobey their parents, deserve punishment.*"

179. As regards their construction, how are sentences divided?—180. What is a Simple Sentence?—181. A Complex Sentence?—182. What are Clauses?—183. What is an Independent Clause?—184. A Dependent Clause?

Oral Exercise.—What is a Verb? (129)—As regards their meaning, how are verbs divided? (130)—What is a Transitive Verb? (131)—An Intransitive Verb? (132)—Conjugate the verb *be*, commencing at the Potential Mood and continuing in regular order to the end. (166) *Ex.: Potential Present.*—I may be, thou mayest be, he may be,....

I. Predicates.—Add a predicate.

- | | | |
|------------------|-----------------------|------------------------|
| 1. John writes. | 2. The child cries. | 3. The carpenter saws. |
| Elizabeth sings. | The cow lows. | The mason builds. |
| The girl sews. | The horse neighs. | The barber shaves. |
| The woman knits. | The farmer mows. | The dog barks. |
| The boy plays. | The husbandman reaps. | The king reigns. |

II. Sentences.—Tell whether the sentence is simple or complex, and underline the predicates.—Ask also to what class it belongs with regard to meaning.

1. Faint hearts make feeble hands. (*s. d.*)
They returned at once to their homes. (*s. d.*)
Do the spoils belong to him who gains the victory? (*ex. int.*)
Has Charles returned from school? (*s. int.*)
The boy whom you saw reading is very studious. (*ex. d.*)
2. The man that went away yesterday has not returned. (*ex. d.*)
Tell your brother to come immediately. (*s. i.*)
How loudly the thunder peals! (*s. e.*)
He who studies diligently will improve. (*ex. d.*)
Do those who study diligently improve? (*ex. int.*)

III. Draw one line under the independent and two lines under the dependent clause.—A person who speaks the truth is always respected.—Then that honor me I will honor.—My friend who went to Kingston has returned.—Persons who are passionate are unpleasant companions.—The key that is used is always bright.—Lines that are parallel never meet.—They who slander others break the divine commandment.

Oral Conjugation.—Indicative Pluperfect.—I had played, thou hadst played,....

Literary Selection for Explanation and Study.

TO A DISTANT FRIEND.

Dear comrade, may thy path be blest
 With virtue, love, and happiness;
 May all thy chosen friends prove true,
 And cheer thee on life's journey through.

5 In such a fickle world as this
 I may not wish thee lasting bliss;
 But may the winds of fortune blow
 Gently around thy path below.

10 May joy and truth with thee abide,
 May virtue ever be thy guide;
 Religion be thy bosom friend,
 And cheer thee through until the end.

15 And when life's lamp has fled from thee,
 Mid joy and peace sublime,
 May bright angels' smiles salute thee,
 In Heaven's happy clime.

—B. A.

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES.

Who are the personages in this piece?—A person writing to a former comrade.

TIME AND PLACE.

When and where were the verses written?—There is no time or place mentioned; but it is quite evident he wrote from his residence to his absent comrade.

WORDS AND ACTIONS.

1. What does the writer wish his friend in the first stanza?—He wishes that he may be blessed with virtue, love, and happiness, and that his new friends may be true and cheerful.
2. What does he say in the second stanza?—He says he needs not wish him unmixed happiness in this world; however, he hopes fortune will treat him gently.
3. What does he say in the third stanza?—He wishes joy and truth may ever be his companions, that virtue may direct him, and that he may ever cherish religion as a bosom friend.

3. RESOL

MORAL

1. Who
2. What
3. Give
4. What
5. Name
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Study.

3. RESULT.

What does he say in the fourth stanza?—He hopes that as the result of all the good he wishes him during life he may be received amid the smiles of the angels into Heaven after death.

MORAL.

What do these beautiful verses teach?—That absence is no damp on true affection which includes both the temporal and spiritual happiness of its object.

Questions and Suggestions.

1. Who is a comrade?—A person with whom one keeps company, a companion.
2. What is the meaning of path as used here?—Life, course of life.
3. Give the more commonly used meaning of path?—A narrow way beaten by the foot.
4. What is the meaning of virtue?—Practice of duty and abstinence from vice.
5. Name some virtues.—Faith, hope, charity, prudence, justice, temperance, fortitude, humility.
6. What is the opposite of virtue?—Vice.
7. From what is happiness derived?—From happy.
8. What change is made before suffixing ness?—The final letter y is changed into i.
9. What does the suffix ness mean?—A state of being.
10. What does happiness mean?—A state of being happy.
11. Is happiness an agreeable or disagreeable disposition of the soul?—An agreeable or pleasing disposition of the soul.
12. Mention some words having about the same meaning as happiness.—Bliss, blessedness, felicity, holy enjoyment.
13. What is the meaning of cheer as used here?—To cause to rejoice, to gladden.
14. Use another word for fickle.—Changeable.
15. What is the meaning of bliss?—Happiness.
16. What are the winds of fortune?—Success in life.
17. Express the 8th line otherwise.—Calmly in this world.
18. What is the meaning of joy?—Gladness.
19. What is the opposite of joy?—Sorrow.
20. What is truth?—Conformity to fact or reality.
21. What is the opposite of truth?—Falsehood.
22. What is the meaning of a guide?—A person or thing that shows or points out the way.
23. What is religion?—The bond or tie that unites man with God.
24. Who is a bosom friend?—A very intimate companion for whom one has great love.
25. What is the meaning of cheer in this place?—To cause to rejoice, to make happy.
26. Use another expression for life's lamp.—Spirit, soul.

27. Who are *angels*?—*Pure spirits etc.*
 28. When were the angels created?—
 29. Name some angels.—*St. Michael, St. Gabriel, St. Raphael.*
 30. Did these angels ever appear to men? To whom?....
 31. Are there any feasts in honor of the holy angels? Name them....
 32. Are there any angels here?....
 33. Who are *guardian angels*?....
 34. What is *Heaven*? The Kingdom etc.
 35. Who go to Heaven?....
 36. Use another word for *clime*.—*Climate.*
 37. In what kind of composition chiefly is *clime* used instead of *climate*?—*In poetry.*
 38. Name some other words that are abridged in a similar manner in poetry.—*Morn, even.*
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39. Name the nouns of the first stanza.—*Comrade, path, virtue, love, happiness, friends, life's, journey.*
 40. What case is *life's*?—*Possessive. (71, 72)*
 41. What is the plural of *journey*?—*Journeys. (49)*
 42. Name the pronouns of the same stanza.—*Thy, pers. p. 2nd, sing., poss. c.; thy, (3rd line); thee, pers. p., 2nd, sing., obj. c.*
 43. Name the verbs in the 2nd stanza.—*May wish, pot. pres.; may blow, pot. pres.*
 44. Parse *angels'* (15th line).—*Angels', c. n., 3rd pers., p. n., m. g., p. c. (71, 73)*
 45. Conjugate *salute* in the potential mood.—*PRESENT.—I may salute. . PAST.—I might salute. . PERFECT.—I may have saluted. . PLU. PERFECT.—I might have saluted. .*
 46. What is the plural of *thee*?—*You.*
 47. What part of speech is *happy*? (16th line)—*C. adj., pos. deg.,—happy, happier, happiest,—and qualifies CLIME.*
 48. What are the letters *B. A.* at the end?—*The initials (15) of the author's name.*

Exercises in Phraseology and Composition.

I. Tell by whom a *college*, an *academy*, a *school*, a *workshop*, an *association*, an *orchestra*, are directed.

1. A *college* is under the direction of a president.
2. An *academy* or a *collegiate institute* is under the direction of a principal or rector.
3. A *school* is under the direction of a head-master or teacher.
4. A *workshop* is under the direction of a foreman.
5. An *association* is under the direction of a chairman.
6. An *orchestra* is under the direction of a leader.

II. Say what qualities may be possessed by *milk*, *paper*, *flowers*, *fruits*, *ink*, *wood*.

Milk may be hot, cold, skimmed, fresh, sour, sweet.

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Paper may be thin, glossy, thick, heavy, ruled, white, blue.
Flowers may be fresh, faded, sweet-smelling.
Fruits may be good, delicious, refreshing, nourishing, luscious.
Ink may be black, red, violet, blue, green, good, bad.
Wood may be green, dry, hard, soft, white, worm-eaten, rotten.

III. Replace the portion in *Italics* by a common adjective, and make the other necessary changes accordingly.—PUPIL'S EDITION:
 The soldier *who is lazy* is despised by his comrades.

The *lazy* soldier is despised by his comrades.
 The *courageous* soldier does honor to his colors.
 The *humble* heart obtains everything from God.
 The *proud* heart abandons God.
 The *attentive* pupil succeeds.
 The *negligent* pupil is often punished.
 The *vain* young man is despised.
 The *modest* young man is esteemed.

Exercise on Homophonous Words.

IV.—1. Oar.	2. Pail.	3. Pear.	4. Pray.
Ore.	Pale.	Pair.	Prey.
One.	Pain.	Peace.	Profit.
Won.	Pane.	Piece.	Prophet.

Where the dash occurs insert a suitable word from the above list.

1. Take the *oar* and let us row o'er the lake to see the mine of iron
ore.
 The gambler has *won* but *one* dollar.
2. Bring me a *pail* of water.
 He looked *pale* after having knocked his head against the iron
pale.
 The child has broken a *pane* of glass.
 I have an acute *pain* in my ear.
3. Do not pare the *pear* with a *pair* of scissors.
 Always be an advocate of *peace*.
 Take a *piece* of pie.
4. *Pray* to your Heavenly Father.
 The larger fishes *prey* upon the smaller ones.
 Isaiah was a *prophet*.
 The *profit* on the sale of the goods was very great.

V. Write a LETTER TO A FRIEND containing the principal sentiments expressed in the literary selection of this lesson—"To a Distant Friend."—(See form of a letter at the end of volume.)

185. A finite verb must agree with its **subject** or **nominative** in person and number; as, "*The man walks.*"—"The men *walk.*"—"I *am.*" "*Thou art.*"—"He *is.*"

185. In what must a finite verb agree with its subject?

Oral Exercise.—Form another verb from the one given, by prefixing *over*, *re*, *sur*, or *un*.

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|-------------------------------|-------------------------|-------------------------------|
| 1. Conduct, <i>Reconduct.</i> | 2. Roll, <i>Unroll.</i> | 3. Charge, <i>Overcharge.</i> |
| Load, <i>Overload.</i> | Pass, <i>Surpass.</i> | Do, <i>Undo.</i> |
| Come, <i>Overcome.</i> | Call, <i>Recall.</i> | Cover, <i>Uncover.</i> |

What are the Person and Number of a verb? (155)—What is Voice? (161)—How many voices are there? Name them. (162)—What is the Active Voice? (163)—Conjugate the verb *love* (Active Voice) in regular order as far as the Potential Mood.—Ex.: *Principal Parts.*—Love, loved, loving, loved. *Infinitive Present.*—To love. *Perfect.*—To have loved. *Indicative Present.*—I love, thou lovest...

I. Verbs to be conjugated.—Conjugate in the Ind. Pres., Past, and Future; Pot. Pres. and Past; Subj. Pres.: listen, dine, ornament, dare, close, cry.—The Teacher may first require the principal parts.

Ind. Pres.	Ind. Past.	Future.
I listen, Thou listenest, He listens; We listen, You listen, They listen.	I dined, Thou dindest, He dined; We dined, You dined, They dined.	I shall ornament, Thou wilt ornament, He will ornament; We shall ornament, You will ornament, They will ornament.
Pot. Pres.	Pot. Past.	Subj. Pres.
I may dare, Thou mayst dare, He may dare; We may dare, You may dare, They may dare.	I might close, Thou mightst close, He might close; We might close, You might close, They might close.	If I cry, If thou cry, If he cry; If we cry, If you cry, If they cry.

II. Indicative Present.—Where the dash occurs insert a verb in the Indicative Present.—The Teacher may ask to what mood and tense each verb belongs, and whether the verb is transitive or intransitive.

HOW CHILDREN SHOULD PRAY.

1. My dear children, it is with kindness I speak to you; I do not speak to children in the cradle who would not understand me. I speak to you, O children who have attained the age of reason. You already know your true Father Who is God; honor Him in your parents, who are His representatives in your regard.

2. Have the fear of God in your heart, and learn early that you must be taught, corrected, and conducted to wisdom's ways. Often say: "O Lord, from Whom I have received every thing, I will always love Thee; I will love Thee, O God, Who art my strength. Inflame my heart with the fire of Thy holy love, send forth Thy Holy Spirit upon me, Who makes one heart and one soul of those whom He sanctifies."

III. Change the pronouns, and the verbs accordingly, into the third person plural.—PUPIL'S EDITION: He applies himself....—They apply themselves to study. By doing this they will please their parents and their teachers; they will acquire the habit of work; and they will thus make themselves capable of rendering services to society. Where-as, if they let themselves be conquered by sloth, they will remain in woful ignorance.

Conjugate play and walk in the Indicative Future and Future Perfect.—I shall play, thou wilt play.....; I shall walk.....—I shall have played, thou wilt have played.....; I shall have walked, thou wilt have walked.....

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LESSON L.II.—Conjugation of Verbs.

97

Oral Exercise.—Name six verbs that indicate an action of the *body*, and six that indicate an action of the *mind*.

BODY.—Run, dig, plant, eat, drink, sleep.

MIND.—Reflect, think, imagine, meditate, study, calculate.

Conjugate the verb *love*, Active Voice, commencing at the Potential Mood, and continuing in regular order to the end.—Ex.: *Pot. Pres.*—I may love.....
Subj. Pres.—If I love..... *Imperative Mood.*—Love thou or do thou love.....
Participles.—Loving, loved, having loved.—What is a Regular Verb? (134)—
 What is the Active Voice? (163)

I. Verbs to be conjugated.—Conjugate in the Indicative Perfect, Pluperfect, Future Perfect; Potential Perfect, Pluperfect; Subjunctive Past: *bless, fill, succeed, unite, act, recite.*

Ind. Perf.

*I have blessed,
 Thou hast blessed,
 He has blessed;
 We have blessed,
 You have blessed,
 They have blessed.*

Ind. Pluperf.

*I had filled,
 Thou hadst filled,
 He had filled;
 We had filled,
 You had filled,
 They had filled.*

Ind. Fut. Perf.

*I shall have succeeded,
 Thou wilt have succeeded.
 He will have succeeded;
 We shall have succeeded,
 You will have succeeded,
 They will have succeeded.*

Pot. Perf.

*I may¹ have united,
 Thou mayst have united,
 He may have united;
 We may have united,
 You may have united,
 They may have united.*

Pot. Pluperf.

*I might have acted,
 Thou mightst have acted.
 He might have acted;
 We might have acted,
 You might have acted,
 They might have acted.*

Subj. Past.

*If I recited,
 If thou recited,
 If he recited;
 If we recited,
 If you recited,
 If they recited.*

II. Past Tense.—Where the dash occurs insert a regular verb of the past tense.

THE POOR AND THE SICK.

1. In returning from our walk in the country our mother nearly *always conducted* us to the houses of the poor and the sick in the village. She *approached* their bed; she *handed* them medicine, and *addressed* them consoling words. We *assisted* her in these daily visits. One of us *carried* lint; a second, aromatic oil; and another, linen to bind their wounds.

2. We thus *learned* to have none of that repugnance which, in later years, renders man weak at the sight of sickness, useless to those who suffer, and timid at the sight of death. She *prevented* us not from seeing the most frightful spectacles of misery, of sorrow, and even of agony. We often had occasion to see her standing, sitting, or kneeling at the couch of misery, drying with her own hands the cold sweat from the brow of the dying person, reciting the prayers for the agonizing, and she even *waited* patiently entire hours till their souls *passed* from this land of misery to the bosom of God.

III. Change thou to the plural, and the verb accordingly.—Ask to what mood and tense each verb belongs.—If you study grammar well, if you understand it, if you know the definitions and the rules, you will speak correctly, you will write without errors, you will construct your sentences well, and when you have to write a letter, you will want no one to correct it for you.

Conjugate *play* and *walk* in the Potential Mood.—I may play..... I may walk.....

1. The Teacher may require the pupils to conjugate orally, using the auxiliary *can* or *must*; and in the pluperfect by using *could*, *would*, or *should*.—Ex.: I can have united, thou canst have united..... I must unite..... I could have united.....

Oral Exercise.—Name six verbs expressing *movement*, and six relative to the *voice*.

MOVEMENT.—Run, walk, leap, vault, jump, hop.

VOICE.—Speak, sing, hallow, bewail, hum, intonate.

For what is the Present Tense used? (149)—The Past? (150)—The Perfect? (151)—Give the Principal Parts, the Infinitive, the Imperative, and the Participles of *love*.—Ex.: *Prin. Parts.*—Love, loved, loving, loved. *Inf.*—To love; to have loved. *Imp.*—Love thou or..... *Participles.*—Loving, loved, having loved.

I. Verbs to be conjugated.—Conjugate in the Principal Parts, Infinitive Mood, Imperative Mood, and Participles: *adore, attack, perish, wish, heal, fear, intonate, bewail, hum, jump, hop, turn.*

Principal Parts.		Infinitive Mood.	Imperative Mood.	
PRIN.	<i>Adore.</i>		SING.	{ <i>Perish thou or do thou perish.</i>
PRIN.	<i>Adored.</i>	PRIN. <i>To attack.</i>	PLU.	{ <i>Perish you or do you perish.</i>
IMP. PART.	<i>Adoring.</i>	PRIN. <i>To have attacked.</i>		
PERF. PART.	<i>Adored.</i>		SING.	{ <i>Intonate thou or do thou intonate.</i>
PRIN.	<i>Heal.</i>	PRIN. <i>To fear.</i>	PLU.	{ <i>Intonate you or do you intonate.</i>
PRIN.	<i>Healed.</i>	PRIN. <i>To have feared.</i>		
IMP. PART.	<i>Healing.</i>		SING.	{ <i>Hop thou or do thou hop.</i>
PERF. PART.	<i>Healed.</i>	PRIN. <i>To jump.</i>	PLU.	{ <i>Hop you or do you hop.</i>
PRIN.	<i>Hum.</i>	PRIN. <i>To have jumped.</i>		
PRIN.	<i>Hummed.</i>			
IMP. PART.	<i>Humming.</i>			
PERF. PART.	<i>Hummed.</i>			
Participles.				
IMP.	<i>Wishing.</i>	IMP.	<i>Bewailing.</i>	IMP. <i>Turning.</i>
PRIN.	<i>Wished.</i>	PRIN.	<i>Bewailed.</i>	PRIN. <i>Turned.</i>
PRIN.	<i>Having wished.</i>	PRIN.	<i>Having bewailed.</i>	PRIN. <i>Having turned.</i>

II. Indicative Past and Perfect.—Where the dash occurs insert a verb of the Indicative Past or Perfect, as the case may require.

1. *I saw Abraham last week; but I have seen Sarah to-day.*
Did you see Clarence yesterday?
No; but I have seen Agnes this afternoon.
Were you at the picnic last Thursday?
I have been at Mass every morning this week.
2. *He has had a severe attack of typhoid fever this summer.*
Jeremiah attended school two months last winter.
Rose knitted a pair of socks for her father last fall.
Mark jumped the farthest last evening.
Matthew has vaulted over the fence just now.

III. Change man to the plural, and the verbs and pronouns accordingly.—Wicked men are very much to be pitied, they are very unhappy. They are never truly joyful; they do not possess peace of conscience; they are a continual prey to remorse. In vain do they seek distractions; they everywhere meet sorrowful remembrances; they cannot taste happiness, on the contrary, they suffer the most cruel afflictions; and they waste away their life without consolation and without hope.

Conjugate: *play* and *walk* in the Principal Parts, Infinitive Mood, Imperative Mood, and the Participles.—*Prin. Parts.*—Play, played, playing, played. *Infinitive Present.*—To play. *Perfect.*—To have played. *Imperative.*—Play thou or do thou play; play you or do you play. *Participles.*—Playing, played, having played.

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LESSON LIV.—Conjugation of Verbs.

99

Oral Exercise.—Name a verb expressing the contrary of the given verb.

Live,	<i>Die.</i>	Love,	<i>Hate.</i>	Sit,	<i>Stand.</i>
Sell,	<i>Buy.</i>	Blame,	<i>Praise.</i>	Laugh,	<i>Cry.</i>
Curse,	<i>Bless.</i>	Disobey,	<i>Obey.</i>	Forbid,	<i>Allow.</i>

For what is the Pluperfect Tense used? (152)—The Future? (153)—The Future Perfect? (154)

I. Verbs to be conjugated.—Conjugate in the Potential and the Subjunctive, Active Voice: *perceive, owe, depend, answer, attend, welcome.*

The Teacher may give the same exercise orally, requiring the pupils to use can or must, could, would, or should in the Potential Mood; and lest or though in the Subjunctive Mood.—Ex.: I can perceive, I must perceive..... Subj.—Lest I attend.....

Pot. Pres.	Pot. Past.	Pot. Perfect.
<i>I may perceive,</i> Thou mayst perceive, He may perceive; We may perceive, You may perceive, They may perceive.	<i>I might owe,</i> Thou mightst owe, He might owe; We might owe, You might owe, They might owe.	<i>I may have depended,</i> Thou mayst have depended, He may have depended; We may have depended; You may have depended, They may have depended.
Pot. Pluperf.	Subj. Pres.	Subj. Past.
<i>I might have answered,</i> Thou mightst have answered, He might have answered; We might have answered, You might have answered, They might have answered.	<i>If I attend,</i> If thou attend, If he attend; If we attend, If you attend, If they attend.	<i>If I welcomed,</i> If thou welcomed, If he welcomed; If we welcomed, If you welcomed, If they welcomed.

II. Verbs.—Where the dash occurs in the first paragraph, insert a suitable verb of the Indicative Pluperfect; and in the second, a verb of the Future or Future Perfect.

1. Felix had recited his lesson by the time Patrick arrived.
Frederick had entered when I called you.
Hugh had dined by the time Bridget left.
Nicholas had come with his sister Emma when the party began.
Stephen had returned from fishing before sunset.
2. The history of Tobias will descend to the latest posterity.
Rachael will have arrived before Jacob.
Pascal will be a noisy character his whole life.
Catharine will have finished the dress before night.
Gregory will come in due time.

III. Change the verbs to the future tense.—You will pay your debts.—You will never cheat your neighbor.—You will shun flatterers.—You will keep holy the Sabbath day.—You will listen attentively to your lessons.—You will never lose time.—You will render to every man his due.—You will love and respect the authors of your being.

Conjugate receive and believe in the second person, singular and plural, of all the tenses of the Indicative, Potential, and Subjunctive.—Ind. Pres.—Thou receivest; you receive. Past.—Thou receivest..... Pot. Pres.—Thou mayst receive; you may receive..... Subj. Pres.—If thou receive.....

Questions and Suggestions.

101

1. What is a *dove*?—A bird of the pigeon family.
 2. Of what is the *dove* the emblem?—*Meekness*.
 3. *Bird* is used instead of what word?—*Dove*.
 4. Where is the *east*?—Where the sun rises.
 5. Why is there an apostrophe in the word *hast'ning*?—Because *e* is left out.
 6. Why is *e* left out?—To make the line one syllable shorter.
 7. What does *fondly* mean?—*Lovingly*.
 8. For what is *ne'er* used?—*Never*.
 9. What is the meaning of "*Ne'er stoops to earth her wing*"?—*Never lights on the earth*.
 10. What are *warblers*?—*Birds*, called so because of their singing.
 11. What is the meaning of *roam* as used here?—*To walk about idly*.
 12. What is *shoots* used for in the 5th line?—*Flies*.
 13. What is the meaning of *earthly*?—*Belonging to the earth*.
 14. What is a *shadow*?—A shade thrown from a body that intercepts rays of light.
 15. What is the meaning of *dim*?—*To darken slightly*.
 16. What does the 9th line begin?—*The moral*.
 17. What is the meaning of *passion* as used here?—*It here means a disorderly affection of the soul*.
 18. What is the meaning of *aloft*?—*High above the earth; here it means above disorderly affections*.
 19. What is the meaning of *course* here?—*Way, passage*.
 20. Use another word for *cloud*, 13th line?—*Defile, tarnish*.
 21. What is a *lure*?—*An enticement, a bait*.
 22. Use another word for *stay*.—*Stop*.
 23. What *home* is it to which the soul springs?—*Heaven*.
 24. What is the meaning of *sunshine* here?—*Happiness, pleasantness*.
 25. What is the true *freedom* of the soul?—*Exemption from sin—the slavery of the devil*.
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26. Name the nouns in the first stanza.—*Bird, skies, home, earth, wing, warblers*.
 27. What is the singular of *skies*?—*Sky*. (48)
 28. Name the verbs of the second stanza.—*Shoots, bounds, dims*. Mood and Tense.—*All of the Indicative Present*.
 29. Conjugate *dim* in the Indicative Mood, 3rd pers., sing., using it as subject.—PRESENT.—*It dims*. PAST.—*It dimmed*. PERFECT.—*It has dimmed*. PLUPERFECT.—*It had dimmed*. FUTURE.—*It will dim*. FUTURE PERFECT.—*It will have dimmed*.
 30. Why does *Thee* (12th line) commence with a capital?—*Because it takes the place of God*.
 31. In what mood are *cloud* and *stay* (13th line)?—*Infinitive Present*.
 32. Of what does *she* (14th line) take the place?—*Soul*.
 33. Of what words is *sunshine* composed?—*Of sun and shine*.
 34. What part of speech is *joyful* (15th line)?—*A common adjective, pos. deg., comp. by means of the adverbs MORE and MOST: joyful, more joyful, most joyful, and relates to WINGS*.
 35. What case is *she* (14th line)?—*Nom*.
 36. What case is *her* (15th and 16th lines)?—*Obj, in both lines*.

Questions and Suggestions.

37. What is the nom. of *her*?—*She*.
 38. What case is *thy* (15th and 16th lines)?—*Poss.*
 39. What is the nominative of *Thy*?—*Thou*. The objective?—*Thee*.
 40. Who is the author of this poem?—*Thomas Moore, a celebrated Irish Catholic poet.*
-

Exercises in Phraseology and Composition.

I. Tell by whom the following political divisions are governed: *An empire, a kingdom, a republic, Russia, Turkey, Canada, a province.*

1. *An empire* is governed by an emperor.
2. *A kingdom* is governed by a king.
3. *A republic* is governed by a president.
4. *Russia* is governed by a czar.
5. *Turkey* is governed by a sultan.
6. *Canada* is governed by a governor-general.
7. *A province* is governed by a lieutenant-governor.

II. Tell what qualities the following should have: *a merchant, a promenade, a street, charity, prayer.*

1. *A merchant* should be honest, fair, prudent, exact, polite.
2. *A promenade* should be agreeable, interesting, instructive, amusing.
3. *A street* should be clean, wide, straight, level, paved.
4. *Charity* should be joyful, discreet, generous.
5. *Prayer* should be humble, confident, persevering, attentive.

III. Use a relative and a verb to convey the same meaning as the word in *Italics*, and make the other changes accordingly. PUPIL'S Edition: *The truthful man is.*

- The man *who is truthful* is esteemed by everybody.
 The man *who lies* does not deserve credit.
 The pupil *who studies* makes progress.
 The pupil *who is lazy* will never be a scholar.
 The boy *who obeys* is the joy of his teachers.
 The son *who disobeys* is the affliction of his parents.
-

Exercise on Homophonous Words. 103

IV.—1. Rain.	2. Read.	3. Rest.	4. Road.
Rap.	Red.	Ring.	Roam.
Rein.	Read.	Wrest.	Rode.
Wrap.	Reed.	Wring.	Rome.

Where the dash occurs insert a suitable word taken from the above list.

1. The king's reign commenced when the *rain* was falling fast.
The *rein* is not attached to the bridle.
Rap at the door.
Wrap up the cloth.
2. The house is painted *red*.
I *read* the letter.
The *reed* is easily shaken by the wind.
I *read* two hours daily.
3. He attempted to *wrest* the revolver from the watchman.
Rest assured I will return.
The *sexton* will *ring* the bell.
The washer-woman *wrings* the clothes.
4. Whither dost thou *roam*?
The Pope lives in *Rome*.
The jockey *rode* along the *road*, while the boatman rowed on the lake.

V. Write an account of a **PICNIC** you once attended.

104 LESSON LVI.—Subject, Passive Voice.

186. When a verb has a *subject* consisting of two or more nominatives connected by *and*, it must agree with them in the plural; as, "*The heavens and the earth proclaim the glory of God.*"

188. How does a verb agree with two or more nominatives connected by *and*?
 Oral Exercise.—Find two or more nominatives to the verbs *wait* and *talk*.—*The cow, the ox, and the mule wait. Men, women, and children talk.*—For what is the Potential Mood used? (144)—What is the Passive Voice? (164)—Conjugate the verb *love* in the Passive Voice, (168)—Ex.: *Principal Parts.*—Love, loved, loving, loved.—*Inf.*—To be loved; to have been loved.—*Ind. Pres.* I am loved, thou art loved, he is loved; we are loved.....

I. Verbs to be conjugated.—Conjugate the verbs *rule, salute, reward* in the first three tenses of the Indicative; and *fear, please, avenge* in the first three tenses of the Potential Mood, Passive Voice.

Ind. Pres.	Ind. Past.	Ind. Perfect.
I am ruled, Thou art ruled, He is ruled; We are ruled, You are ruled, They are ruled.	I was saluted, Thou wast saluted, He was saluted; We were saluted, You were saluted, They were saluted.	I have been rewarded, Thou hast been rewarded, He has been rewarded; We have been rewarded, You have been rewarded, They have been rewarded.
Pot. Pres.	Pot. Past.	Pot. Perfect.
I may be feared, Thou mayest be feared, He may be feared; We may be feared; You may be feared, They may be feared.	I might be pleased, Thou mightest be pleased, He might be pleased; We might be pleased, You might be pleased, They might be pleased.	I may have been avenged, Thou mayest have been..... He may have been..... We may have been..... You may have been..... They may have been.....

The Teacher may give the exercise on the Pot. Mood, requiring the other auxiliaries.—Ex.: I must be feared..... I should be feared.....

II. Agreement of the verb with the subject.—Insert another nominative.—*Ask occasionally why the verb is plural.*

1. The lamb, the sheep, and the ram bleat.
The nightingale, the canary-bird, and the robin sing.
The wasp, the hornet, and the gnat hum.
The magpie, the starling, and the parrot can be taught to speak.
2. A stream, a brooklet, and a fountain murmur.
A storm, a cannon, and thunder roar.
A trumpet, a clarion, and a flageolet might have been heard.
The cornet, the flute, and the trombone may have been lost.
3. The teacher, the nun, and the missionary are devoted.
The pouter, the grumbler, and the murmurer complain.
The incendiary, the robber, and the assassin must have trembled.
The gamester, the spendthrift, and the slothful ruin themselves.

III. Where the dash occurs insert a suitable auxiliary of the Potential Mood.—*The Teacher may ask to what tense the verb belongs. (Question on the other verbs.)—May I go out?—Can you write an essay on spring?—You must come to school in time or suffer the consequences.—I might have been here in time.—The servant could not do the work in such a short time.—Children should obey their parents and their teachers.—I would have been there had I had time.—The horse can gallop a mile in four minutes.—I must go whatever the difficulties may be.*

Conjugate *please, remember*,..... in the third person singular, Passive Voice.—*He is pleased, he was remembered.....*

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LESSON LVII.—Object, Passive Verbs. 105

Oral Exercise.—What is the Objective Case? (75)—How is the object of a verb found? (76)—The object of a verb answers to the question with *whom* or *what* after it; as, "Cain killed Abel." Cain killed *whom*? Abel (the object of the verb killed). Find two objects of the verb *eat*.—EAT an apple, an orange, your dinner.....

I. Verbs.—Conjugate *praise, commend, pursue, finish, employ, govern, persuade*, Passive Voice, in the Infinitive, Imperative, Participles, Indicative Future and Future Perfect, and Subjunctive Present and Past.

Inf.

PRES. *To be praised.*

FUT. *To have been praised.*

Imp.

SING. { *Be thou commended or do thou be commended;*

PLU. { *Be you commended or do you be commended.*

Participles.

IMPERF. *Being pursued.*

PERF. *Been pursued.*

PREF. *Having been pursued.*

Subj. Pres.

*If I be governed,
If thou be governed,
If he be governed;
If we be governed,
If you be governed,
If they be governed.*

Ind. Fut.

*I shall be finished.
Thou wilt be finished,
He will be finished;
We shall be finished,
You will be finished,
They will be finished.*

Ind. Fut. Perf.

*I shall have been employed,
Thou wilt have been employed,
He will have been employed;
We shall have been employed,
You will have been employed,
They will have been employed.*

Subj. Past.

*If I were persuaded,
If thou were persuaded,
If he were persuaded;
If we were persuaded,
If you were persuaded,
If they were persuaded.*

II. Object of a verb.—Supply a suitable object.

- | | |
|--|--|
| <p>1. The master rewards <i>labor</i>.
Study exercises the <i>memory</i>.
Confession excuses the <i>fault</i>.
Remorse overtakes the <i>wicked</i>.
Charity assists the <i>poor</i>.</p> <p>2. Sloth begets <i>vice</i>.
The soldier defends his <i>country</i>.
The Christian thanks <i>God</i>.
The pious soul loves <i>prayer</i>.
The good child obeys his <i>parents</i>.</p> | <p>3. God rewards <i>virtue</i>.
Angor troubles the <i>heart</i>.
Science ornaments the <i>mind</i>.
The guilty deserve <i>punishment</i>.
Gluttony injures the <i>health</i>.</p> <p>4. Hope gives <i>joy</i> to the soul.
The giddy child loses <i>time</i>.
Goodness charms every <i>person</i>.
Loretto loves her <i>mother</i>.
The hunter pursues the <i>hare</i>.</p> |
|--|--|

III. Change to the Passive Voice.—*The Teacher may ask to what mood and tense the verbs belong.*—Mary is loved by her mother.—Abel was killed by Cain.—The lesson was recited by Julia.—The dress has been made by the dressmaker.—The letter had been finished by him when the train arrived.—The hare will be pursued by the hunter.—It will have been finished by him at noon to-morrow.—He may be persuaded by me.—He must be praised by you.—She might have been commended by him.—He may have been praised by her.

Conjugate *bless*, Passive Voice, Principal Parts, Infinitive, Imperative, Participles.—*Erin. Parts.*—Bless, blessed, blessing, blessed. *Inf. Pres.*—To bless

106 LESSON LVIII.—Verbs: Attributes, Shall and Will, Subjunctive Mood.

187. An Attribute is an adjective, participle, noun, or pronoun, modifying or completing the predicate of a sentence, and relating to the subject; as, "*Gold is yellow.*"—"The sun is shining."—"Honesty is the best policy."

188. Use of Shall and Will.—Shall in the first person foretells; in the second and third persons it promises, commands, or threatens; as, "*I shall go to-morrow.*"—"You shall go without fail, or suffer the consequences." Will in the first person promises or intimates a determination; in the second and third persons it only foretells; as, "*I will go without fail.*"—"They will go, if possible."

187. What is an Attribute?—188. Explain the use of shall.—Of will.

Oral Exercise.—How can the attribute be found? By asking the question what after the verb; as, "George is a prince." George is what? A prince.—For what is the Subjunctive Mood used? (145)—Find attributes to the verb *is*. A true Christian is good and virtuous.

I. Verbs.—Conjugate exercise, explain, complain in the third person plural, Active Voice.

Indicative.

PRæs. They exercise.
PAST. They exercised.
PERFECT. They have.....
PLUPERF. They had.....
FUTURE. They will.....
FUT. PRæs. They will have.....

They explain.
They explained.
They have.....
They had.....
They will.....
They will have.....

They complain.
They complained.
They have.....
They had.....
They will.....
They will have.....

Potential.

PRæs. They may.....
PAST. They might.....
PERFECT. They may have.....
PLUPERF. They might have.....

They may.....
They might.....
They may have.....
They might have.....

They may.....
They might.....
They may have.....
They might have.....

Subjunctive.

PRæs. If they exercise.
PAST. If they exercised.

If they explain.
If they explained.

If they complain.
If they complained.

II. Shall and Will.—Supply shall or will accordingly as the sense may require.—(If this exercise be considered too difficult, the Teacher may give it as a dictation.)

1. I shall go early to-morrow, if the weather be fine.
You shall go immediately.
They will meet us, if we start in time.
He will have overtaken the party by ten o'clock.
2. Thou shalt love the Lord thy God.
We will study our lessons before recreation.
I shall drown, and no one will save me.
I will drown, and no one shall save me.

III. Draw one line under the attributes and two lines under the verbs in the subjunctive mood.—David was a king after God's own heart.—If he promise, he will fulfil.—Louisa is happy.—The tea is sweet.—If you study well, I shall reward you.—Lord Dufferin was governor of Canada.—Montcalm was a brave general.—Lest he lose his chance, he will not remain.

Conjugate in the second person singular, move, desire.—Ind.—Thou movest, thou desirest.....

LESSON LIX.—Verbs, Conjugations.

107

189. Tense Endings.—The only regular tense ending is *ed* of the past tense.

190. Personal Endings.—The only regular personal endings are *st* or *est*; as, *lovest*, *actest*; and *s*, *es*, or *eth* of the third; as, *reads*, *teaches* or *teacheth*. The other changes are made by auxiliaries.

189. What is the only regular Tense Ending?—190. What are the Personal Endings?

Oral Exercise.—For what is the Infinitive Mood used? (143)—For what is the Imperative Mood used? (146)—What are the Principal Parts of a verb? (158)—What is the Conjugation of a verb? (157)

I. Verbs.—Conjugate *esteem*, *cure*, *heal*, in the first person plural, Passive Voice.

Indicative.

Pres. *We are esteemed.*

We are cured.

We are healed.

Past. *We were.....*

We were.....

We were.....

Pres. *We have been.....*

We have been....

We have been.....

Plu. *We had been.....*

We had been.....

We had been.....

Fut. *We shall be.....*

We shall be.....

We shall be.....

F.Pes. *We shall have been...*

We shall have been.....

We shall have been....

Potential.

Pres. *We may be.....*

We may be.....

We may be.....

Past. *We might be.....*

We might be.....

We might be.....

Pres. *We may have been...*

We may have been....

We may have been....

Plu. *We might have been...*

We might have been...

We might have been...

Subjunctive.

Pres. *If we be.....*

If we be.....

If we be.....

Past. *If we were.....*

If we were.....

If we were.....

II. Infinitive and Imperative Mood.—Where the dash occurs insert a suitable verb of the infinitive or imperative mood, as the sense may require.

1. *Be* studious if you would become learned.
The groom has gone to *saddle* the horse.
He is reported to *have played* too long during recess.
Come in immediately out of the storm.

2. *Study* your lessons well, and you may afterwards go to *play*.
Love thy neighbor as thyself.
Those who serve God faithfully, deserve to *be blessed* by Him.
To *be* good is to *be* happy.

III. Draw one line under the verbs of the second, and two lines under those of the third person singular.—Show the regular personal ending in each case.—Thou *lovest* thy parents dearly.—He *sings* sweetly.—He that *hateth* his enemy *disobeyeth* the law of God.—He who wishes his enemy well *obeys* the command of the Most High.—*Observe, read, study.*

Conjugate *hate*, *obey*, *disobey* in the second and third person singular, Indicative Mood.

Literary Selection for Explanation and Study.

THE YEAR OF THE CHURCH.

Each of the four seasons of the year brings its own bright series of triple festivals, consecrating each by a threefold consecration to God, the Author and Father of time, His angels, and His saints.

- 5 Spring comes in her balmy freshness, clothing the earth with verdure and with beauty, awakening all nature to life and joy. Summer appears in due time, and clothes the earth in a regal mantle of gorgeous light and color. Autumn, in turn, reigns as queen, with her mellow hues, her many-tinted fruits, her purple twilights, her changing woods. And Winter comes at last, with rushing streams and storm-tossed woods and pelting rain, shrouding the beautiful earth in the mournful garb of death. Yet, amid all these changes of the outer world, the Church goes calmly on her way, turning over, day by day, a leaf of her wonderful liturgy, and pointing, with a finger of light, to some mystery of religion—some scene or event in the mortal life of the Saviour of men—or the acts of some hero or heroine of the Cross, long since beatified in Heaven.

- 20 The early dawn of the summer morning, and the first tardy beam that struggles through the lowering sky of winter, finds the ministers of the Catholic Church at her lighted altars, offering up to the majesty of God, "from the rising to the setting of the sun," the clean oblation foretold by Malachias the prophet, in union with the appointed office of the day.

- 25 When we consider this as going on not only every day in the year, but all the day long, in the various regions of the earth, as the planet slowly turns on her axis, we shall be able to form some idea of the wonderful perpetuity and continuity of Catholic worship, of what is meant by "the year of the Church."

—Mrs. J. Sadlier (1880—).

Have the selection read, and require an oral statement of its contents.

NOTE.—Mrs. James Sadlier, the writer of this beautiful selection, is too well known to require any commendation here. Her books, original and translated, should be in the library of every Catholic family.

Literary Analysis.

1. PERSONAGES.

Who are the personages in this selection?—*The seasons of the ecclesiastical year personified.*

TIME AND PLACE.

{ When and where are the seasons celebrated?—*Each is taken up in its turn, and is celebrated all over the world.*

2. WORDS AND ACTIONS.

1. What does each season bring with it?—*Its own bright series of triple festivals, consecrating each to God by a threefold consecration.*
2. How does Spring come?—*Spring comes awakening all nature to life and joy.*
3. What comes next?—*Summer comes next, clothing the earth with her beautiful garb.*
4. What follows?—*Autumn follows, bestowing its abundance upon man.*
5. What comes last?—*Last of all comes Winter, with frost and storms shrouding the earth in the garb of death.*
6. How does the Church act amid all these changes of the outer world?—*Amid all these changes, the Church goes calmly on her way, celebrating her wonderful mysteries or honoring her saints.*
7. Where are the priests of the Church to be found every morning?—*In every season they are to be found at the lighted altars, offering up the holy Sacrifice of the Mass in union with the appointed office of the day.*

3. RESULT.

What is the consequence of this daily sacrifice?
—*That owing to the revolution of the earth on its axis, the holy Sacrifice is offered not only every day, but every hour of the day, and is thus continually drawing down the divine blessing upon mankind.*

MORAL.

What lesson may be drawn from this piece?—*To ever thank God for the means He gives us through His Church to sanctify our souls, and to assist at the holy Sacrifice of the Mass and the other services of the Church with the greatest respect and devotion.*

Questions and Suggestions.

1. When does the year of the Church begin?—*On the first Sunday of Advent, and extends to the last week after Pentecost.*
2. What is the meaning of series?—*A regular succession of things or events.*
3. Why is her applied to Spring?—*Because it is personified and referred to the feminine gender.*
4. What is the meaning of balmy?—*Mild, soothing.*
5. What is the meaning of nature in this place (6th line)?—*The creation.*
6. Express regal otherwise.—*Kingly, royal.*
7. What is the meaning of gorgeous?—*Showy.*

Questions and Suggestions.

8. Express mellow hues otherwise.—Mild colors.
 9. What is twilight?—The faint light perceived before the rising and after the setting of the sun.
 10. What is the meaning of shrouding here?—Hiding or covering as with a shroud.
 11. What is the liturgy?—The established formula of public worship.
 12. Why is the Church said to point with a finger of light?—Because the Church is the instructor of the Christian world, and she has the necessary lights to explain what is explicable of her dogmas.
 13. Express in one word some hero or heroine of the Cross long since beatified in Heaven.—Some saint.
 14. What is dawn?—The break of day.
 15. What is the meaning of tardy?—Slow.
 16. Express lowering otherwise.—Cloudy, gloomy.
 17. Why is from the rising to the setting of the sun enclosed by quotation marks?—Because it is a text of Scripture quoted literally.
 18. Who is Malachias?—The author of one of the books of the Bible—one of the twelve minor prophets.
 19. What is a prophet?—One who foretells events.
 20. Name some other prophets.—Isaías, Jeremias, etc.
 21. What is meant by the planet?—The earth.
 22. What is the axis of the earth?—(See Geography.)
 23. What is the meaning of perpetuity as used here?—Duration for an indefinite period of time.
 24. What is the meaning of continuity?—Close union of parts, uninterrupted succession.
 25. What is worship?—"Worship is the aggregate testimony of the respect, submission, love, and confidence which we have for God."—Mgr. Gaume.
-
26. Name the verb in the first paragraph.—Brings.
 27. Give the principal parts of this verb.—Bring, brought, bringing, brought. (158)
 28. Is this verb regular or irregular?—Irregular. (137)
 29. Why commence with a Capital: Author, Father, His?—Because each of these words refers to God.
 30. What part of speech is many-tinted (9th line)?—A compound adjective in form (91), made up of the pronominal adjective many (89), and the participial adjective tinted (90).
 31. Is there another compound adjective in the selection?—Yes: storm-tossed (11th line), made up of the noun storm (92), and the participial adjective tossed.
 32. To what does storm-tossed relate?—To woods.
 33. In the 19th line, how is summer used?—As an adjective. (92)
 34. Is consider (25th line) a regular or an irregular verb?—Regular. (184) Transitive or intransitive?—Transitive. (181)
 35. Conjugate turns (27th line) in the Indicative Pr^t.

Exercises in Phraseology and Composition. 111

I. Give the names of objects used by the *hunter*, the *fisherman*, the *shoemaker*, the *tailor*, the *joiner*, the *mason*.

1. The *hunter* uses a gun, a pouch, a powder-horn.
2. The *fisherman* uses lines, hooks, baskets, nets.
3. The *shoemaker* uses awls, shoe-knives, lasts, jacks.
4. The *tailor* uses scissors, needles, thimbles, pins.
5. The *joiner* uses planes, saws, augers, gimlets, wimbles, bits, braces.
6. The *mason* uses a hammer, a level, a trowel, a plumb-line or plummet.

II. Tell what a *husbandman*, a *highway*, a *floor*, *recreation*, a *person's* character, should not be.

1. A *husbandman* should not be negligent, careless, improvident, imprudent.
2. A *highway* should not be winding, narrow, muddy, dusty, uneven.
3. A *floor* should not be damp, dirty, rough.
4. *Recreation* should not be monotonous, tiresome, silent, irksome.
5. A *person's* character should not be sulky, taciturn, peevish, cross-grained, harsh.

III. Transfer to the beginning of the sentence the portion given in *Italics*. PUPIL'S EDITION: I am happy, *my dear mother*, to express to you my good wishes.

My dear mother, I am happy to express to you my good wishes.
Young man, follow the path of virtue.
My dear, perform your school duties well.
My dear child, shun bad company.
O Lord, help me to be always wise and virtuous.

Exercise on Homophonous Words.

IV.—1. Roe.	2. Sail.	3. See.	4. Seas.
Row.	Sale.	Seam.	Sees.
Rung.	Scene.	See.	Slay.
Wrung.	Seen.	Seem.	Sleigh.

Where the dash occurs insert a suitable word from the above list.

Phraseology and Composition.

1. The *roe* is the female of the hart.
The huntsman shot a *roe*, and laid it beside the *row* of trees.
The porter has *rung* the bell.
The washer-woman has *wrung* the clothes.
2. The *sale* of the damaged merchandise will take place to-morrow.
I will have a *sail* in the boat with the large *sail*.
Have you *seen* the grand *scene*.
3. Did you *see* the waves of the *sea*?
It does not *seem* to me that the *seam* of that coat is well sewed.
4. Seize that pirate who robs on the open *seas*.
God *sees* us.
The robbers were preparing to *slay* the man who was driving in the *sleigh*.

V. Write a composition on the SCHOOL DAY.

Presen
Abide,
Arise,
Awake
Be,
Bear (
Bear (
Beat,
Becom
Begin,
Bend,
Beseech
Bespeak
Bid,
Bind,
Bite,
Blow,
Break,

Oral E
verb? (I
parts of
list. (Th
should g
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I. Irr

II. CI
save us.
four o'clock
had boats
besought

Conjug
Mood.—17
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1. "R."
verb may

LESSON LXI.—Irregular Verbs.

113

191 a. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Abide,	abode,	abiding,	abode.
Arise,	arose,	arising,	arisen.
Awake,	awoke, R. ¹ ,	awaking,	awoke, R.
Be,	was,	being,	been.
Bear (to carry),	bore,	bearing,	borne.
Bear (to bring forth),	bore or bare,	bearing,	born.
Beat,	beat,	beating,	beat or beaten.
Become,	became,	becoming,	become.
Begin,	began,	beginning,	begun.
Bend,	bent, R.,	bending,	bent, R.
Beseech,	besought,	beseeking,	besought.
Bespeak,	bespoke,	bespeaking,	bespoken.
Bid,	bade or bid,	bidding,	bid or bidden.
Bind,	bound,	binding,	bound.
Bite,	bit,	biting,	bitten or bit.
Blow,	blew,	blowing,	blown.
Break,	broke,	breaking,	broken.

Oral Exercise.—What is an Irregular Verb? (137)—What is the Root of a verb? (135)—What are the Principal Parts of a verb? (138)—Give the principal parts of *love, esteem*..... Give the principal parts of the verbs in the above list. (This last exercise to be performed with the books closed. The pupil should give these parts quickly, without hesitation.)—Conjugate *awake, bend*, in the Indicative Mood.

I. Irregular Verbs.—Supply an irregular verb.

1. I *awoke* this morning at four o'clock.
The king *abode* in a cottage till the war was over.
The teacher *bade* me study my lesson.
The bat *blew* out the candle.
2. I *began* to write the book last winter.
He *beat* the boy very severely.
The dog *bit* the robber.
The drunkard, after emptying the decanter, *broke* it.

II. Change to the plural.—*They bend* the bow.—*We beseech* you, save us.—*You blew* too hard on that horn yesterday.—*We arose* at four o'clock this morning.—*They bind* the hay with *switches*.—*They had boasted* of their wealth.—*They became* pale and frightened.—*We besought* the Lord to assist us.

Conjugate *abide, begin, bend, beseech, bind, break*..... in the Indicative Mood.—*Ind. Pres.*—I abide, thou *abide*st, he *abides*..... *Past.*—I began, thou *beganst*, he *began*.....

1. "R." placed after the Preterit and Perfect Participle signifies that the verb may also be conjugated regularly.

LESSON LXII.—Irregular Verbs.

191 b. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Breed,	bred,	breeding,	bred.
Bring,	brought,	bringing,	brought.
Burst,	burst,	bursting,	burst.
Buy,	bought,	buying,	bought.
Cast,	cast,	casting,	cast.
Catch,	caught, R.,	catching,	caught, R.
Choose,	chose,	choosing,	chosen.
Cleave,	clove or cleft,	cleaving,	cloven or cleft.
Clothe,	clad, R.,	clothing,	clad, R.
Come,	came,	coming,	come.
Cost,	cost,	costing,	cost.
Creep,	crept,	creeping,	crept.
Cut,	cut,	cutting,	cut.
Deal,	dealt, R.,	dealing,	dealt, R.
Dig,	dug, R.,	digging,	dug, R.
Do,	did,	doing,	done.

191 b. Give the principal parts of *breed, bring*.....

I. Verbs to be conjugated.—Conjugate in the second and third persons singular, Indicative Mood: *bring, burst, buy, cast, catch, come, creep, choose, do*!

Ind.—PRES.	<i>Thou bringst,</i> <i>He brings.</i>	PAST.	<i>Thou burstest,</i> <i>He bursts.</i>
PERF.	<i>Thou hast bought,</i> <i>He has bought.</i>	PLUPERF.	<i>Thou hadst bought,</i> <i>He had bought.</i>
FUT.	<i>Thou wilt cast,</i> <i>He will cast.</i>	F. PERF.	<i>Thou wilt have caught,</i> <i>He will have caught.</i>
Pot.—PRES.	<i>Thou mayst come,</i> <i>He may come.</i>	PAST.	<i>Thou mightst creep.</i> <i>He might creep.</i>
PERF.	<i>Thou mayst have chosen,</i> <i>He may have chosen.</i>	PLUPERF.	<i>Thou mightst have done,</i> <i>He might have done.</i>

II. Irregular Verbs.—Supply an irregular verb.

1. The fisherman *cast* his net.
The huntsman *caught* a hare.
You should have *chosen*! a better fishing-fly.
The fish-hook *cost* five cents.
2. They *dealt* with that grocer last year.
My cousin has *come*! to the fair.
The log was *cloven*! in two.
The foot-ball is *burst*.

III. Change to the singular.—The gardener *dug* the garden.—The boy *did* the deed.—Thou *creepst* when thou *shouldst* walk.—That child is well *clad*.—The woodman *clove* the log.—Thou *buyest* clothes from the draper.—Catch the *thief*.—The carter *brought* flour to the wharf.—The baby *creeps* to the door.

Conjugate *cut, dig, deal, come*..... in the Potential Mood.—Pot. Pres.—I may cut, thou mayst cut..... Past.—I might deal..... Perfect.—I may have dug..... Pluperf.—I might have come.....

1. The Perfect Participle, not the Preterit, is used after the auxiliaries *have* and *be*.

Present.
Draw
Dread
Drink
Drive
Dwell
Eat
Fall
Feed
Feel
Fight
Find
Flee
Fling
Fly
Forget
Forgive

I. V
and pl
dwell,
Ind.—F

I
F
Pot.—P
P

1. Pl
T
T
T
T
2. H
T
T
T

III. C
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express
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Conjug
—Inf. Pre

LESSON LXIII.—Irregular Verbs.

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191 c. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Draw,	drew,	drawing,	drawn.
Dream,	dreamt, R.,	dreaming,	dreamt, R.
Drink,	drank,	drinking,	drunk.
Drive,	drove,	driving,	driven.
Dwell,	dwelt, R.,	dwelling,	dwelt, R.
Eat,	eat or ate,	eating,	eaten or eat.
Fall,	fell,	falling,	fallen.
Feed,	fed,	feeding,	fed.
Feel,	felt,	feeling,	felt.
Fight,	fought,	fighting,	fought.
Find,	found,	finding,	found.
Flee,	fled,	fleeing,	fled.
Fling,	flung,	flinging,	flung.
Fly,	flew,	flying,	flown.
Forget,	forgot,	forgetting,	forgotten.
Forgive,	forgave,	forgiving,	forgiven.

191 c. What are the principal parts of draw, dream.....

I. Verbs to be conjugated.—Conjugate in the first person singular and plural, Indicative and Potential Moods: *dream, eat, draw, drink, dwell, drive, fling, flee, fly, forget.*

IND.—PRES.	I dream ; We dream.	PAST.	I eat or ate ; We eat or ate.
PERF.	I have drawn ; We have drawn.	PLUPERF.	I had drunk ; We had drunk.
FUT.	I shall dwell ; We shall dwell.	F. PERF.	I shall have driven ; We shall have driven.
POT.—PRES.	I may fling ; We may fling.	PAST.	I might flee ; We might flee.
PERF.	I may have flown ; We may have flown.	PLUPERF.	I might have forgotten ; We might have forgotten.

II. Irregular Verbs.—Supply an irregular verb.

- Pharaoh *dreamt* a dream which Joseph interpreted.
The heifer has *drunk* stagnant water from that pool.
The old man has *fallen* from the roof of the hospital.
The robber *fled* at the approach of the police.
- Have you *forgiven* the boy who calumniated you ?
The bird has *flown* out of the cage.
The soldiers *fought* a desperate battle at Queenston Heights.
The carriage was *drawn* by two gray horses.

III. Change to the plural.—My young friends, you should like lessons in the English language ; they teach you what expressions you should avoid in speaking and writing ; they give you rules by which you can correct yourselves when you make mistakes ; they teach you to express your thoughts with clearness and method.—They have fallen in the battle.—You forgave him.—Fables are amusing, recreative, and interesting.—Wolves are voracious, cruel, wicked, gluttonous.—Stags are meek, graceful, active.

Conjugate in the Infinitive, Imperative, and Participles, *eat, fall, fling*.....
—Inf. Pres.—To eat. Perfect.—To have eaten.....

191 d. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Forsake,	forsook,	forsaking,	forsaken.
Freeze,	froze,	freezing,	frozen.
Get,	got,	getting,	got or gotten.
Give,	gave,	giving,	given.
Go,	went,	going,	gone.
Grind,	ground,	grinding,	ground.
Grow,	grew,	growing,	grown.
Hang,	hung, R.,	hanging,	hung, R.
Have,	had,	having,	had.
Hear,	heard,	hearing,	heard.
Hide,	hid,	hiding,	hid or hidden.
Hit,	hit,	hitting,	hit.
Hold,	held,	holding,	held.
Hurt,	hurt,	hurting,	hurt.
Keep,	kept,	keeping,	kept.
Kneel,	knelt, R.,	kneling,	knelt, R.

191 d. Mention the principal parts of *forsake*, *freeze*,.....

Oral Exercise.—The Indicative Present and Past may be conjugated with the auxiliary *do* and *did*.—Ex.: *Ind. Pres.*—I do love, thou dost love, he does love; we do love..... *Past.*—I did love, thou didst.....

I. Verbs to be conjugated.—Conjugate in the Infinitive, Subjunctive, Imperative, and Participles: *forsake*, *get*, *give*, *hear*, *hold*.

Infinitive Mood.

PRES. To *forsake*.PERF. To have *forsaken*.

Imperative Mood.

SING. *Get thou or do thou get;*PLU. *Get you or do you get.*

Participles.

IMPERF. *Giving.*PERF. *Given.*PREPERF. *Having given.*

Subjunctive Mood.

PRES. *If I hear,**if thou hear,**if he hear;**if we hear,**if you hear,**if they hear.*PAST. *If I hold,**if thou hold,**if he hold;**if we hold,**if you hold,**if they hold.*

II. Irregular Verbs.—Supply an irregular verb (one of the principal parts).

- Napoleon's soldiers were *frozen* on their way from Russia.
Do not *forsake* me lest I perish.
The saint *knelt* before the altar a whole hour.
The butcher *held* the calf till it was bled to death.
- He was badly *hurt* by falling on the ice.
Ellen has *grown* to be a big girl.
The inspector has *given* the pupils a holiday.
The carpenter *ground* the ax on the grindstone.
- I would have *gone* down the shaft to the coal mine had I not *been* too late.
The thief has *hid* himself from the detective.
The bird *flew* to a milder climate.
Have you *forgotten* your promise?

Conjugate *go*, *hide*,..... in the Subjunctive Mood.—*Subj. Pres.*—If I go, if thou go..... *Past.*—If I hid, if thou.....

Literary Selection for Explanation and Study.

THE LILY AND THE ROSE.

Within the garden's peaceful scene,
 Appeared two lovely foes,
 Aspiring to the rank of queen—
 The Lily and the Rose.

5 The Rose soon reddened into rage,
 And, swelling with disdain,
 Appealed to many a poet's page,
 To prove her right to reign.

10 The Lily's height bespoke command,
 A fair imperial flower;
 She seemed designed for Flora's hand,
 The scepter of her power.

15 This civil bickering and debate
 The goddess chanced to hear,
 And flew to save, ere yet too late,
 The pride of the parterre.

20 "Yours is," she said, "the nobler hue,
 And yours the statelier mien;
 And till a third surpasses you,
 Let each be deemed a queen."

Moral.

Let no mean jealousies pervert your mind,
 A blemish is another's fame to find;
 Be grateful for the gifts that you possess,
 Nor deem a rival's merit makes you less.

—Cowper (1731—1800).

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES.

What is the subject of this selection?—*The Lily and the Rose.*

TIME AND PLACE.

Where does the conversation take place?—*With-
 in the garden's peaceful shade.*

Literary Analysis.

2. WORDS AND ACTIONS.

1. To what did the Lily and the Rose aspire?—*To the rank of queen.*
2. How did the Rose plead her cause?—*The Rose, very much excited, tried to prove on the authority of the poets that she had a right to the dignity of queen.*
3. What was the Lily's argument?—*The Lily's argument was chiefly her height; still she appears to have been very modest.*

3. RESULT.

{ What did Flora decide?—*Flora, hearing the debate, stepped in and settled the dispute by bestowing upon each the title of queen.*

MORAL.

{ What lesson may be drawn from this fable?—*To avoid mean jealousies so destructive of the precept of charity.*

Questions and Suggestions.

1. From what is *peaceful* derived?—*From peace.*
2. What does the suffix *ful* mean?—*Full of.*
3. What is the meaning of *scene* as used here?—*The place, time, circumstances, etc. in which any thing is imagined to occur.*
4. What is the opposite of *appeared*?—*Disappeared.*
5. From what is *lovely* derived?—*From love.*
6. What is the meaning of *rank*?—*Position, dignity.*
7. Why do *Lily* and *Rose* commence with *Capitals*?—*Because they are personified.*
8. What is the meaning of *rage*?—*Violent anger.*
9. What words have nearly the same meaning as *disdain*?—*Scorn, contempt, haughtiness, pride.*
10. Why is *swelling* used in this connection (6th line)?—*Because a person filled with pride or disdain considers himself more important than he is, and swelling is used to express this feeling.*
11. What is meant here by *poet's page*?—*Many a poem written about the rose.*
12. What is the meaning of *bespeak*?—*Spoken for beforehand.*
13. What is the meaning of *imperial*?—*Of supreme excellence.*
14. Who is *Flora*?—*The goddess of flowers.*
15. What is a *scepter*?—*The staff of a sovereign.*
16. Use other words for *civil bickering*.—*Discussing quietly.*
17. What is the meaning of *ere*?—*Before.*
18. What is a *parterre*?—*A flower garden.*
19. Who is the speaker in the fifth stanza?—*Flora.*
20. What is the meaning of *hue*?—*Color.*
21. Use another word for *statelier*.—*Nobler, majestic.*
22. What is the meaning of *mien*?—*Countenance, appearance.*
23. Use another word for *deemed*.—*Considered as, regarded as.*

24. V

25. V

26. V

27. V

28. V

29. C

30. C

31. V

32. C

33. C

34. V

35. P

36. V

37. P

38. P

39. W

40. W

41. O

42. W

43. C

44. P

45. O

46. W

E

I. G
tioner,

1. T

2. T

3. T

4. T

5. T

II. V
powder1. F
bake ea

Questions and Suggestions.

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24. What is the meaning of *pervert*?—To take the wrong course, to turn to wrong.
 25. What is a *blemish*?—An imperfection.
 26. What is *fame*?—Renown.
 27. What is the meaning of *rival*?—A competitor.
 28. Who wrote this fable?—The poet Wm. Cowper.
-
29. Of what mood and tense is *appeared*?—Ind. Mood, Past Tense.
 30. Conjugate *appeal* in the Indicative Past, sing.—*I appealed, thou appealedest, he appealed.*
 31. What part of speech is *many*?—A pronominal adjective.
 32. Of what case is *her* (8th line)?—Possessive.
 33. Of what tense is *bespoke*?—Indicative Past.
 34. What is the present of *bespoke*?—*Bespeak.*
 35. Parse *Flora's*.—Prop. n., 3rd pers., sing., f. g., poss. c. (Give reasons.)
 36. What is the masculine of goddess?—God.
 37. Parse (1) *nobler*, (2) *statelier*.—(1) Common adj., comp. deg., and relates to *HUM.* Compare....—(2) C. a.... relates to *MIEN.* Why change *y* into *i*?.... (Reasons as before.)
 38. Parse *yours* (17th line).—Pers. pro., 2nd pers., plu. n., f. g., poss. c. When is *yours* used instead of *your*? (114)
 39. What kind of adjective is *third*?—A numeral adjective.
 40. What part of speech is *each* (20th line)?—A pronominal adjective.
 41. Of what voice is *be deemed*?—Passive Voice.
 42. What is the singular of *jealousies*?—*Jealousy.* (48)
 43. Conjugate *prevent* in the infinitive mood.—To prevent; to have prevented.
 44. Parse *another's*.—A pronominal adjective, used here for the noun person, 3rd p., sing., m. g., poss. c.
 45. Of what mood is *be* (23rd line)?—Imperative.
 46. What is the subject of *makes* (last line)?—*Merit.*

Exercises in Phraseology and Composition.

I. Give the names of materials used in their work by the confectioner, the mason, the gardener, the shoemaker, the cook.

1. The confectioner uses flour, butter, sugar, eggs, fruits.
2. The mason uses stones, bricks, lime, sand, mortar, water.
3. The gardener uses seeds, plants, water, manure.
4. The shoemaker uses leather, pegs, sparables, wax-ends.
5. The cook uses water, lard, salt, vegetables, meat.

II. What effects may be caused by the use of fire, water, steam, powder?

1. Fire is used to cook food, to heat apartments, to melt metals, to bake earthen vessels.

Phraseology and Composition.

2. *Water* is used to quench thirst, to water gardens, to wash clothes, to put mills in motion.
 3. *Steam* is used to put locomotives, ships, and machines in motion, to heat houses,
 4. *Powder* is used to explode mines and quarries, to load guns, pistols, rifles, revolvers, cannons.

III. Place at the end of the sentence the portion given at the beginning in Italics.—PUPIL'S EDITION: *My dear children, never afflict the heart of your mother.*

1. Never afflict the heart of your mother, *my dear children.*
2. Be faithful to your duties as pupils, *my dear children.*
3. Study the rules of grammar, *young girls.*
4. Fly from fleeting pleasures, *mortals.*
5. Never diverge from the path of honor, *boys.*
6. Grant the prayer I address for my country, *O Lord!*
7. How much I desire to see thee lift thy head among the nations, *O Ireland!*

Exercise on Homophonous Words.

IV.—1. Sew.	3. Sold.	5. Soar.	4. Stake.
Sole.	Soled.	Son.	Stairs.
Soul.	Some.	Sore.	Stares.
Sow.	Sum.	Sun.	Steak.

Where the dash occurs insert a suitable word from the above list.

1. The farmer is so lazy he would not even *sow* the seed, and his wife would not *sew* the linen.
The cobbler is putting a *sole* on a boot.
Save your *soul*; it is your most important duty here below.
 2. The shoemaker *sold* the shoes which he had just *soled* with American leather.
Some of the boys could not make up the *sum*.
 3. Come unto me, my dear *son*.
The *sun* is setting.
The wound is very *sore*.
Some birds *soar* to a great height.
 4. Standing on the *stairs*, he *stares* at every person that enters.
The horseman drove a *stake* into the ground, and tied his horse to it.
The cook is broiling a slice of good *steak*.
- V. Write a composition on HOME PLEASURES.

1.
Pre
Kni
Kno
Lay
Lea
Lea
Lend
Let
Lie
Lose
Make
Mean
Meet
Mow
Pay
Put
Read
191 e.

I. V
tentia
leave,
Indica
PASS.
PASS. T
FUT. T
Potenti
PASS. T
PASS. T
Y

II. V

III. C
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game.—
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books on
Oral C
Progress
Past.—I

1. The
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sleep."

LESSON LXVI.—Irregular Verbs.

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191 c. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Knit,	knit, R.,	knitting,	knit, R.
Know,	knew,	knowing,	known.
Lay,	laid,	laying,	laid.
Lead,	led,	leading,	led.
Leave,	left,	leaving,	left.
Lend,	lent,	lending,	lent.
Let,	let,	letting,	let.
Lie (to rest),	lay,	lying,	lain.
Lose,	lost,	losing,	lost.
Make,	made,	making,	made.
Mean,	meant,	meaning,	meant.
Meet,	met,	meeting,	met.
Mow,	mowed,	mowing,	mowed or mown.
Pay,	paid.	paying,	paid.
Put,	put,	putting,	put.
Read,	read,	reading,	read.

191 c. Mention the principal parts of *knit, know*.....

I. Verbs to be conjugated.—Conjugate in the Indicative and Potential, 2nd person, singular and plural, Passive Voice: *know, lead, leave, meet, pay, put, let, lose, make, hear.*

Indicative.

PRæs. *Thou art known*:-

You are known.

PRÆP. *Thou hast been left*;

You have been left.

FUT. *Thou wilt be paid*;

You will be paid.

Potential.

PRæs. *Thou mayst be let*;

You may be let.

PRÆP. *Thou mayst have been made*;

You may have been made.

PAST. *Thou wast led*;

You were led.

PLU. *Thou hadst been met*;

You had been met.

F.PRÆP. *Thou wilt have been put*;

You will have been put.

PAST. *Thou mightst be lost*;

You might be lost.

PLU. *Thou mightst have been heard*;

You might have been heard.

II. Verbs.—Add two suitable verbs to each sentence.

The locksmith adjusts, forges, bores, cuts, files.

The house-maid, dusts, sweeps, washes, serves, obeys.

The gardener sows, plants, waters, digs, rakes, weeds.

The cook stuffs, cuts, steeps, salts, seasons.

The plasterer plasters, rough-casts, cements, ornaments.

III. Change to the plural.—*Those children leave by the evening train.*—*These boys are going to the lacrosse match.*—*They have lost the game.*—*Have they read their lesson?*—*They have not known their true interest.*—*The farmers have mown the meadows.*—*The servants are digging the potatoes.*—*The women are knitting stockings.*—*Have the books you lent been returned?*—*You mean to correct him.*—*They laid the books on the table.*—*They lay down to sleep.*

Oral Conjugation.—*Progressive Form* (see next lesson)—Conjugate in the Progressive Form *read, recite.*—*Ind. Pres.*—*I am reading, thou art reading.*.....

1. The Teacher should call the attention of the pupils to the difference between *laid* and *lay*. Show the glaring error contained in "*He laid down to sleep.*"

LESSON LXVII.—Irregular Verbs.

191 f. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Ride,	rode,	riding,	ridden or rode.
Ring,	rang,	ringing,	rung.
Rise,	rose,	rising,	risen.
Run,	ran or run,	running,	run.
Say,	said,	saying,	said.
See,	saw,	seeing,	seen.
Seek,	sought,	seeking,	sought.
Sell,	sold,	selling,	sold.
Send,	sent,	sending,	sent.
Set,	set,	setting,	set.
Shake,	shook,	shaking,	shaken.
Shed,	shed,	shedding,	shed.
Shine,	shone, R.,	shining,	shone, R.
Shoe,	shod,	shoeing,	shod.
Shoot,	shot,	shooting,	shot.
Show,	showed,	showing,	shown, R.

191 f. Give the principal parts of *ride*, *ring*,.....

Oral Exercise.—What is the Progressive Form of a verb?—The Progressive Form of a verb is that which represents the continuance of the action or being expressed by the verb; as, "I am reading."—"Thou art reciting."—"He is singing."

NOTE.—The Progressive form of a verb consists in combining its imperfect participle with the variations of the auxiliary *be*.

Conjugate *sing*, *learn*, *play*,..... in the Progressive Form.—Ex: *Inf. Pres.*—To be singing. *Perfect*—To have been singing. *Ind. Pres.*—I am learning..... *Pot. Pres.*—I may be learning..... *Subj. Pres.*—If I be learning..... *Imp. Pres.*—Be thou learning or do thou be learning. Be you learning or do you be learning. *Participles*.—Being learning; been learning; having been learning.

I. Irregular Verbs.—Supply one of the principal parts of an irregular verb.

1. The jockey *rode* a mile on his bay horse yesterday.
The sexton *rang* the bell for vespers.
The blacksmith *shod* the fiery steed.
The beadle *showed* us up to the spire of the church.

2. Have you *shaken* hands with your cousins?
My nephew has *seen* his aunts to-day.
That old man's niece *saw* him last week.
The young lady *sought* her grandfather in vain.

II. Change to the progressive form.—The huntsman *is shooting* a deer.—The farrier *was shoeing* the horses in the smithy.—The old man *has been shaking* his head at your remarks.—I *had been sending* a message to the governor when his secretary arrived.—The grocer *will be selling* sugar, tea, cinnamon, cream of tartar, cloves, sago, soda, oatmeal, ginger, to-morrow.—The groom *will be riding* the horse at the races.

Oral Conjugation.—Progressive Form (adding an object).—Conjugate *shed* (a tear), *ring* (a bell), *ride* (a horse).—*Ind. Pres.*—I am shedding a tear..... *Past.*—I was ringing a bell..... *Perf.*—I have been riding a horse.....

LESSON LXVIII.—Irregular Verbs.

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191 g. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Shut,	shut,	shutting,	shut.
Sing,	sang or sung,	singing,	sung.
Sink,	sank or sunk,	sinking,	sunk.
Sit,	sat,	sitting,	sat.
Slay,	slew,	slaying,	slain.
Sleep,	aslept,	sleeping,	aslept.
Slide,	slid,	sliding,	slidden or slid.
Sling,	slung,	slinging,	slung.
Smite,	smote,	smiting,	smitten.
Sow,	sowed,	sowing,	sown, R.
Speak,	spoke,	speaking,	spoken.
Spell,	spelled ¹ or spelt,	spelling,	spelled ¹ or spelt, R.

191 g. Give the principal parts of shut, sing,.....

Ors. Exercise.—What is the Progressive Form of a verb? (Lesson LXVII, Ors. Exercise.)—In what does the Progressive Form of a verb consist? (Lesson LXVII, Note.)—What is the Interrogative Form of a Verb?—The Interrogative Form of a verb is that which is used in asking a question; as, "Can he write?"—"Shall he go?"

NOTE I.—A verb is conjugated *interrogatively* by placing the subject immediately after the verb, between the auxiliary and the verb, or after the first auxiliary when two or more auxiliaries are used; as, "Canst thou?"—"Dost thou come?"—"May he go?"—"Might he have been sent?"

NOTE II.—The interrogative form is used only in the indicative and in the potential mood.

Conjugate the verb *love* interrogatively.—Ex.: *Ind. Present.*—Do I love? Dost thou love? Does he love? Do we love?..... *Past.*—Did I love? Didst thou love?..... *Perfect.*—Have I loved? Hast thou loved? Has he loved? Have we loved?..... *Pluperfect.*—Had I loved? Hadst thou loved?..... *Future.*—Shall I love? Wilt thou love?..... *F. Perfect.*—Shall I have loved? Wilt thou have loved?..... *Pot. Pres.*—May I love? Mayst thou love?..... *Past.*—Might I love?..... *Perfect.*—May I have loved?..... *Pluperfect.*—Might I have loved?.....

I. Irregular Verbs.—Supply one of the principal parts of an irregular verb.

- The shepherd has *sung* a beautiful song.
The boatman upset the boat and *sank* to the bottom of the lake.
The husbandman has *sown* turnip seed,
- The soldier *slung* his knapsack on his back and started.
The army is *smitten* with the plague.
I would have *spoken* to him had I met him.

II. Change to the interrogative.—Do you love your father and your mother dearly?—Do the children love God with their whole heart?—Can you become a scholar?—Will the farmer sow grass-seed?—Might they sing a hymn in honor of the Most Blessed Virgin? Had the professor been in before we came?—Have you seen the circus to-day?

Oral Conjugation.—*Interrogative Form.*—Conjugate *sing, recite, play*, interrogatively in the first and second person.—*Ind. Pres.*—Do I sing? Dost thou sing? *Past.*—Did I sing?..... *Pot. Pres.*—May I recite?.....

- When the regular form is preferred it is given first.
- In a familiar question the auxiliary form (Do I love?) is preferable to the simple (Love I?)

LESSON LXIX.—Irregular Verbs.

191 A. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Spend,	spent,	spending,	spent.
Spill,	spilt,	spilling,	spilt, R.
Spin,	spun,	spinning,	spun.
Split,	split,	splitting,	split.
Spread,	spread,	spreading,	spread.
Spring,	sprang or sprung,	springing,	sprung.
Stand,	stood,	standing,	stood.
Steal,	stole,	stealing,	stolen.
Stick,	stuck,	sticking,	stuck.
Sting,	stung,	stinging,	stung.
Strike,	struck,	striking,	struck.
String,	strung,	stringing,	strung.

191 B. Name the principal parts of *spend*, *spill*,.....

Oral Exercise.—What is the Progressive Form of a verb?—In what does the progressive form of a verb consist?—What is the Interrogative Form of a verb? (Lesson LXVIII, Oral Exercise.)—How is a verb conjugated interrogatively? (Idem. Note I.)—In what moods is the interrogative form used? (Idem. Note II.)—Why is it not used in the other moods?

Conjugate the verb *speak* interrogatively.—Ex.: *Ind. Pres.*—Speak I or do I speak?..... *Past.*—Spokest thou or didst thou speak?..... *Pot. Pres.*—May I speak?.....

I. Verbs to be conjugated.—Conjugate interrogatively, in the second person singular: *spend*, *spin*, *strike*, *string*, *stand*, *spring*, *split*, *spread*, *spill*, *steal*.

Ind.—*Pres.* Dost thou spend?
Perf. Hast thou struck?
Fut. Wilt thou stand?

Pot.—*Pres.* Mayst thou split?
Perf. Mayst thou have spilt?

Past. Didst thou spin?
Pluperf. Hadst thou strung?

F. Perf. Wilt thou have sprung?

Past. Mightst thou spread?
Pluperf. Mightst thou have stolen?

II. Verbs.—Supply the verbs.

CATS.

Of all carnivorous animals, the cat *has* the keenest senses, the quickest movements, and it *is* the most rapacious. Its tread *is* noiseless,—the soles of its feet being like a cushion; it stealthily *approaches* its prey, and when near enough *seizes* it with a sudden spring. The name cat *is* not only given to the domestic varieties of this sort, but also to the lion, tiger, panther, leopard, puma, lynx, and jaguar.—TENNEY'S NATURAL HISTORY OF ANIMALS.

III. Change to the singular.—The indolent pupil *leads* a wicked life; he *loses* precious time which should be devoted to study; he *makes* no progress in school, never *deserves* to be praised or rewarded; he *afflicts* his parents and his teacher, and *prepares* for himself an unhappy future.

Conjugate the following verbs, adding an object to each: *sing* a song, *play* the flute, *interrogatively*.—*Ind. Pres.*—Do I sing a song? Dost thou sing a song?..... *Pot. Pres.*—May I play the flute? Mayst thou play the flute?.....

Literary Selection for Explanation and Study:

A CHILD'S WISH BEFORE AN ALTAR.

I wish I were a little key,
That locks Love's Captive in,
And lets Him out to go and free
A sinful heart from sin.

5 I wish I were the little bell
That tinkles for the Host,
When God comes down each day to dwell
With hearts He loves the most.

10 I wish I were the chalice fair,
That holds the Blood of Love,
When every flash lights holy prayer
Upon its way above.

15 I wish I were the little flower,
So near the Host's sweet face,
Or like the light that half an hour
Burns on the shrine of grace.

20 I wish I were the altar where,
As on His Mother's breast,
Christ nestles, like a child, fore'er,
In Eucharistic rest.

But, oh! my God, I wish the most
That my poor heart may be
A home all holy for each Host
That comes in love to me.

—A. J. Ryan (1840—).

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES. Who is the speaker in this selection?—*A child.*
TIME AND PLACE. Where does the conversation take place?—*In a church before an altar.*

Literary Analysis.

2. WORDS AND ACTIONS.

1. What wish does the child express in the first stanza?—*He says he wishes he were the key of the tabernacle, that he might open it and close it at pleasure.*
2. What wish does he express in the second stanza?—*He says he wishes he were the little bell that is rung at the elevation.*
3. What wish does he express in the third stanza?—*He says he wishes he were the chalice that holds the Sacred Species of Wine.*
4. What does he express in the fourth stanza?—*He wishes that he were one of the flowers that decorates the altar, or the sanctuary lamp.*
5. What else does he wish in the fifth stanza?—*He wishes he were the altar on which our Lord reposes as He did on His Mother's breast.*

3. RESULT.

- { What does he most particularly wish?—*He wishes that his heart may be a worthy abode for each Host that he receives at the holy table.*

MORAL.

- { What lesson is to be drawn from this piece?—*Love for our Lord in the Blessed Sacrament, pious visits to the B. S., devout assistance at Mass, and frequent and fervent communion.*

Questions and Suggestions.

1. What is an altar?—*A place in a church on which the Holy Sacrifice is offered.*
2. Who is Love's Captive?—*Our Lord Jesus Christ in the most Holy Sacrament of the altar.*
3. Why does Him (3rd line) commence with a Capital?—*Because it represents J. C.*
4. Who frees a sinful heart from sin?—*J. C.*
5. What is the meaning of tinkles?—*To make quick sharp sounds with the bell, to ring.*
6. What is the Host?—*The B. S.*
7. When does the bread become the body of our Lord?—*At the consecration.*
8. What is the opposite of loves?—*Hates.*
9. What is the chalice?—*The vessel in which the wine is consecrated.*
10. What is the Blood of Love?—*Our Lord J. C. under the Species of Wine.*
11. What lights holy prayer?—*Every flash of love.*
12. What is meant by its way above?—*On its way to Heaven, to God.*
13. What is the shrine of grace?—*Our L. J. C. in the Holy Sacrament, in the tabernacle.*

Questions and Suggestions.

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14. Who is the Mother of our L. J. C.?—*The Most Blessed Virgin.*
 15. What does *fore'er* mean?—*Forever.*
 16. Where does our L. J. C. remain in Eucharistic rest?—*In the tabernacle.*
 17. When does the *Host* come to us?—*When we receive Holy Communion.*
 18. Who is the author of this sweet little piece of poetry?—*Father Ryan, the poet priest of the South.*
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19. Of what is *I* (1st line) the subject?—*Of wish.*
 20. Of what mood is *were* (1st line of the first five stanzas)?—*Subjunctive Past.*
 21. What case is *Love's* (2nd line)?—*Possessive.*
 22. Of what is *Him* (3rd line) the object?—*Lets.*
 23. Point out the adjectives of the first five lines.—*Little, c. a.; sinful, c. a.; little, c. a.*
 24. Compare each.—*Little, less, least; sinful, more sinful, most sinful.*
 25. Conjugate *tinkle* in the Future.—*I shall tinkle, thou wilt tinkle, he will tinkle; we shall....*
 26. Parse *lights* (11th line).—*Rg. tr. v., ind. m., pres. t., 3rd. p., sing., agreeing with its subject FLASH.*
 27. Compare *holy*.—*Holy, holier, holiest.* Why change *y* into *i*?
 28. Parse *its* (12th line).—*Pers. pro., 3rd pers., sing., n. g., poss. c.*
 29. What is the objective of *I*?—*Me.*
 30. Parse *that* (15th line).—*Rel. pro., 3rd pers., sing., n. g., agreeing with its antecedent LIGHT (118), subj. of BURNS.*
 31. Parse *Eucharistic*.—*Prop. adj., not admitting of comparison, and qualifies REST.*
 32. What is the objective of *my*?—*Me.*
 33. When is *mine* used instead of *my*?—(114)
 34. In what mood and tense is *may be*?—*Potential Pres.*
 35. What kind of adjective is *each* (23rd line)?—*Pronominal, and refers to HOST.*
 36. What is the subject of *comes* (last line)?—*The relative THAT.*

Exercises in Phraseology and Composition.

- I. Tell of what parts the following articles consist: a door, an arm-chair, a basket, a city, a clock.
1. A door consists of uprights, cross-pieces, panels, mouldings, hinges.
2. An arm-chair consists of a back, arms, legs.
3. A basket consists of a bottom, sides, covers, a handle.
4. A city consists of houses, streets, public squares, parks, churches, schools, a city hall.
5. A clock consists of wheels, a dial, hands, a pendulum, a hammer, a bell, and in some clocks, weights.

Phraseology and Composition.

II. What are the duties of a *professor*, a *student*, a *gardener*, a *joiner*, a *soldier*?

1. A *professor* lectures, explains lessons, corrects essays, rewards good students.
2. A *student* studies, solves problems, listens to lectures and lessons, writes essays.
3. A *gardener* sows seeds, waters the garden, weeds, digs, plants.
4. A *joiner* saws boards, planes, finishes the wood-work of a house.
5. A *soldier* drills, mounts guard, goes to war.

III. Place at the beginning of the sentence the words that indicate the name of the author. PUPIL'S EDITION: "Happy," says our Lord, "are the pure of heart."

1. Our Lord says: "Happy are the pure of heart."
2. St. Paul says: "Our bodies are the temples of the Holy Ghost."
3. The royal prophet (David) says: "The fear of the Lord is the beginning of wisdom."
4. St. James says: "The tongue is a world of iniquity."

Exercise on Homophonous Words.

- | | | | |
|---------------|----------|----------|-----------|
| IV.—1. Steal. | 2. Tail. | 3. Team. | 4. Threw. |
| Steel. | Tale. | Team. | Throne. |
| Straight. | Tare. | Their. | Through. |
| Strait. | Tear. | There. | Thrown. |

Where the dash occurs insert a suitable word from the above list.

1. Swords are generally made of *steel*.
Thou shalt not *steal*.
Drive *straight* along.
Behring *Strait* separates Asia from America at their nearest approach to each other.
 2. Do not cut the dog's *tail*.
The old man told us an interesting *tale*.
You may *tear* your coat walking through the *tars*.
Grocers do not allow *tare* in this country.
 3. The country will *team* with fruit this year.
The farmer has a fine *team* of mules.
Their, belonging to them, should be carefully distinguished from *there*, in that place.
 4. The naughty boy *threw* a stone *through* the window.
The man was *thrown* from the carriage and killed.
The king ascended the *throne*.
- V. Write a composition on *IRON*.

LESSON LXXI.—Irregular Verbs.

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191 i. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Strive,	strove,	striving,	striven.
Swear,	swore,	swearing,	sworn.
Sweep,	swept,	sweeping,	swept.
Swell,	swelled,	swelling,	swollen, R.
Swim,	swam or swum,	swimming,	swum.
Swing,	swung,	swinging,	swung.
Take,	took,	taking,	taken.
Teach,	taught,	teaching,	taught.
Tear,	tore,	tearing,	torn.
Tell,	told,	telling,	told.
Think,	thought,	thinking,	thought.

191 i. Name the principal parts of *strive, swear*.....

Oral Exercise.—What is a Verb? (129)—How are verbs divided with respect to their meaning? (130).—What is a Transitive Verb? (131)—An Intransitive Verb? (132)—How are verbs divided with respect to their form? (133)—What is a Regular Verb? (134)—An Irregular Verb? (137)—What is the Root of a verb? (138)—How many modifications have verbs? (139)—What are Moods? (140)—How many moods are there? Name them. (141)—Define each. (142-146)—What is the subject of a finite verb? (69)—How is the subject of a verb found? (70)—What is the Negative Form of a verb? NOTE I.—The Negative Form of a verb is that which is used to express negation or denial; as, "He does not study."—How is a verb conjugated negatively? NOTE II.—A verb is conjugated negatively by placing not after it or after the first auxiliary; but the infinitive and the participles take the negative first; as, "They care not."—"He may not return."—"Not to love."—"Not loving." NOTE III.—The negative form is used in all the moods and with the participles. Conjugate *love* negatively.—Ex.: *Inf.*—Not to love. Not to have loved. *Ind.*—I love not or I do not love. I loved not or I did not love. I have not loved..... *Pot.*—I may not love..... *Subj.*—If I love not..... *Participles.*—Not loving.....

I. Verbs.—Insert a suitable verb.—Ask to what mood, tense, number, and person the verb belongs; also, what its subject is.—Ask also what are the principal parts of some of the verbs.

THE OAK.

A fine oak is one of the most picturesque of trees. It conveys to the mind associations of strength and duration which are very impressive. The oak stands up against the blast, and does not take, like other trees, a twisted form from the action of the winds. Except the cedar of Lebanon, no tree is so remarkable for the stoutness of its limbs; they do not exactly spring from the trunk, but divide from it, and thus it is sometimes difficult to know which is the stem and which is branch. The twisted branches of the oak, too, add greatly to its beauty; and the horizontal direction of its boughs, spreading over a large surface, completes the idea of its sovereignty over all the other trees of the forest.

II. Change to the negative form.—He has not striven his best to do the work well.—The witness did not swear falsely.—I have not torn my book.—Maggie did not tear it.—She will not teach me my lesson to-day.—The courier had not taken his departure when the omnibus arrived.—The girls have not been swinging the whole evening.—The sailor did not swim across the river.—The stream was not swollen by the flood.—The janitor will not sweep the class-room.

Conjugate *swear, swim, take, teach*, negatively in the Indicative and Potential, third singular.—*Ind. Pres.*—I do not swear, thou dost not swear, he does not swear..... *Past.*—I did not swear..... *Pot. Pres.*—I may not take.....

191 j. Principal Parts of Irregular Verbs.

Present.	Preterit.	Imp. Part.	Perf. Part.
Throw,	threw,	throwing,	thrown.
Thrust,	thrust,	thrusting,	thrust.
Tread,	trod,	treading,	trod or trodden.
Wear,	wore,	wearing,	worn.
Weave,	wove,	weaving,	woven.
Weep,	wept,	weeping,	wept.
Win,	won,	winning,	won.
Wind,	wound,	winding,	wound.
Work,	worked or wrought,	working,	worked or wrought.
Wring,	wrung,	wringing,	wrung.
Write,	wrote,	writing,	written.

191 f. Tell the principal parts of *throw, thrust*.....

Oral Exercise.—What are Tenses? (147)—How many tenses are there? Name them. (148)—Define each. (149-154)—What are the Person and Number of a verb? (155)—How many numbers has a verb? (157)—What are the Principal Parts of a verb? Why are they called *principal parts*? (158)—What is the Subject of a sentence? (172)—What is the Predicate of a sentence? (173)—What is the Objective Case? (75)—How is the Object of a verb found? (Lesson LVII, Oral Exercise).—What is an Attribute? (187)—What is the Negative-Interrogative Form of a Verb? NOTE I.—The Negative-Interrogative Form of a verb is that which is used to ask a question with negation; as, "Shall they not study?"—How is a verb conjugated *interrogatively* and *negatively*? NOTE II.—A verb is conjugated *interrogatively* and *negatively* by placing the subject, followed by *not*, after the verb or after the first auxiliary; as, "Cares he not or does he not care?"—In what moods is the negative-interrogative form used? NOTE III.—The negative-interrogative form is used only in the indicative and the potential mood.—Why can it not be used in the other moods?.....

Conjugate *throw, tread, weave, work* negatively and interrogatively.—Ex.: *Ind. Pres.*—Do I not throw or throw I not?..... Did I not throw?..... *Pot. Pres.*—May I not weave?.....

I. Verbs.—Supply a suitable verb where the dash occurs.—Tell to what mood, tense, number, person, and voice each verb belongs.

THE MOOSE.—THE CARIBOU.

The moose *is* the largest of all the deer kind, being as large as a horse, and with an exceedingly long head, large flattened horns, and very long legs. It *travels* with an awkward gait, but with great speed, easily making its way through deep snows, bushes, over brush-heaps, fallen trees, fences, and whatever obstructions *lie* in its path. It *is* quite common in some parts of Canada, Maine, and New York. Its color *is* grayish brown.

The American reindeer or caribou, of Canada and Maine, and other northern parts of North America, *is* by some thought to be of the same kind as the one in Lapland.—TENNEY.

II. Change to the negative-interrogative form.—Can you not throw the quoits?—Has the secretary not written the letter?—Was the landress not wringing the clothes?—Have not the Shamrocks won the game?—Will the porter not wind up the hall clock?—Has the child not worn out his mother's patience?—Will not the weaver soon finish weaving the cloth?—Did the horse not tread on your foot?

Conjugate *thrust, wear, weep, work*, negatively and interrogatively in the progressive form.—*Ind. Pres.*—Am I not thrusting? Art thou not not thrusting? *Is* he not..... *Pot. Pres.*—May I not be weeping?.....

LESSON LXXIII.—Defective Verbs.

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192. List of the Defective Verbs most commonly used.

Present.	Preterit.	Present.	Preterit.
Beware,		Ought,	Ought.
Can,	could.	Shall,	should.
May,	might.	Will,	would.
Must,	must.	Quoth,	quoth.

193. Some verbs can be conjugated in but one person; as, "*It snows.*"—"It rains."

192. Name the defective verbs most commonly used.—193. In what person only can some verbs be conjugated? Conjugate *snow*, *rain*.—*Inf. Pres.*—To snow. *Perf.*—To have snowed. *Ind. Pres.*—It snows. *Past.*—It snowed.....

Oral Exercise.—What is a Defective Verb? (192)—Name the auxiliary verbs? Why are they called auxiliaries? (150)—Name the auxiliaries that are complete verbs. (160)—Conjugate *do* in the first person singular, Indicative, Potential, and Subjunctive Moods.—*Ind.*—I do, I did, I have done, I had done, I shall do, I shall have done. *Pot.*—I may do, I might do, I may have done, I might have done. *Subj.*—If I do, If I did.—What is Voice? (161)—How many voices are there? Name them. (162)—What is the Active Voice? (163)—What is the Passive Voice? (164)—Explain the use of *shall* and *will*. (168)—What is the Past tense? (171)—What is a Proposition? (170)—What are the Essential Parts of a sentence? (171)—What is the Predicate of a sentence? (173)—With regard to their meaning how are sentences divided? (174)—Define each. (175-176)—What is the Negative form of a verb? (Lesson LXXI., Oral Exercise, Note I.)—How is the verb conjugated negatively? (Ib., Note II.)—What is the Negative-Interrogative Form of a verb? (Lesson LXXII., Oral Exercise, Note I.)—How is a verb conjugated negatively and interrogatively? (Ib., Note II.)

I. Conjugation of Verbs.—Conjugate *beware*, *ought*, *quoth*.

NOTE.—*Ought* is conjugated only in the present and past of the indicative and the subjunctive mood; *beware* is used only in those tenses which in the verb *be* retain *be*; *quoth* is used only in the indicative past, first and third singular, and it always stands before its subject.

INDICATIVE.

Ought.	Present and Past.	I ought, Thou oughtst, He ought; We ought, You ought, They ought.

SUBJUNCTIVE.

Present and Past.	If I ought, If thou ought, If he ought; If we ought, If you ought, If they ought.

INDICATIVE.

Quoth.	Past.	Quoth I. Quoth he.
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INFINITIVE.

Present.—To beware.

INDICATIVE.

Future.—I shall beware, etc.

POTENTIAL.

Present.—I may beware, etc.
Past. —I might beware, etc

SUBJUNCTIVE.

Present.—If I beware, etc.

IMPERATIVE.

Present.—Beware thou or do thou beware.

II. Verbs.—Where the dash occurs insert a suitable verb.

You *ought* to have come to the meeting.—*Beware* of false friends.—Yes, *quoth* he, I shall *be* there in due time.—You *should* have studied your lesson last evening.—*Can* he have meant what he said?—You *must* make amends or undergo punishment.—He *shall* do it or be deprived of his position.—He *may* have been there in time.

Conjugate *do*, *be*, *have* negatively, in the Indicative and Potential Moods.—*Ind. Pres.*—I do not..... *Pot. Pres.*—I may not do.....

132 CHAPTER VI.—LESSON LXXIV.—Participles.

194. A **Participle** is a word derived from a verb, participating the properties of a verb and of an adjective or a noun; it is generally formed by adding *ing*, *d*, or *ed* to the verb; thus from the verb *love*, three participles are formed: *Imperfect*, loving; *Perfect*, loved; *Preperfect*, having loved.

194. What is a Participle?

Oral Exercise.—As regards their construction how are sentences divided? (179)—Define each. (180-181)—What are Clauses? How are clauses divided? (182)—Define each. (183, 184)

I. Formation of Participles.—Give the participles of *sing*, *love*, *read*, *write*.

Imperfect.

Singing,
Loving,
Reading,
Writing,

Perfect.

sung,
loved,
read,
written,

Preperfect.

having sung,
having loved,
having read,
having written.

II. Participles.—Where the dash occurs insert a suitable participle.

- The laborer, *exhausted* by toil, fell into a deep sleep.
The art of *reading* well and fluently is all important.
The French, *having entered* Moscow, considered their sufferings at an end.
The sentence of death *pronounced* against the prisoner was received without emotion.
- Generally *speaking*, the hardest workers are the happiest.
Being driven by the gale, the vessel was dashed against the rocky shore.
Leading his soldiers over the Alps, Hannibal entered Italy.
Having been thrown into the sea, Jonas was swallowed by a whale.
- Surrounded* with difficulties and disappointments, La Belle never lost Bayonets are so called from *having been invented* at Bayona. *Encourage.*
Disappointed at not having obtained an interview with the queen, Columbus was about *leaving* Spain.
The stream flows on its winding course through a richly *cultivated* valley.

III. Underline the participles, whether used as part of a verb or as participles proper.—Tell what participle each is.

PERFECTION.

A friend called on Michael Angelo, who was *finishing* a statue; some time afterwards he called again; the sculptor was still at work; his friend, *looking* at his figure, exclaimed, "You have *been* idle since I saw you last." "By no means," replied the sculptor, "I have *retouched* this part, and *polished* that; I have *softened* this feature, and *brought* out this muscle. I have *given* more expression to this lip, and more energy to this limb." "Well, well," said his friend, "but all these are trifles." "It may be so," replied Angelo, "but recollect that trifles make perfection, and that perfection is no trifle."

Conjugate *do* in the progressive form.—*Ind. Pres.*—I am doing, thou art doing

- The explorer.
- A participial adjective.

Literary Selection for Explanation and Study.

CANADIAN BOAT-SONG.

Faintly as tolls the evening chime,
Our voices keep tune and our oars keep time;
Soon as the woods on the shore look dim,
We'll sing at St. Ann's our parting hymn.
Row, brothers, row, the stream runs fast,
The rapids are near and the daylight's past!

Why should we yet our sail unfurl?
There is not a breath like blue wave to curl!
But when the wind blows off the shore,
Oh! sweetly we'll rest on our weary oar.
Blow, breezes, blow, the stream runs fast,
The rapids are near and the daylight's past!

Ottawa's tide! this trembling moon
Shall see us float over the surges soon.
Saint of this green isle! hear our prayers,
Oh! grant us cool heavens and favoring airs.
Blow, breezes, blow, the stream runs fast,
The rapids are near and the daylight's past!

—T. Moore (1779—1852.)

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES.

Who are the personages in this piece?—The Irish poet, Thomas Moore, and the oarsmen in the boat with him.

TIME AND PLACE.

Where does the event occur?—Emerging from the Ottawa River in the expanse of water known as Lake of the Two Mountains.

2. WORDS AND ACTIONS.

1. With what do the voices of the boatmen keep time?—With the evening bell.
2. To what does the poet urge the oarsmen?—To row fast as night is coming on.
3. What does the poet say in the second stanza?—Why unfurl the sail? There is no wind. When the wind blows we'll rest. He asks the winds to blow, as the rapids are near and the darkness has set in.
4. What does the poet say "will see them"?—He says the moon will see them floating over the surges.

3. RESULT.

Whom does the poet invoke?—He invokes the B. V. M., because the Island of Montreal is dedicated to the B. V. M. It may be said he invoked St. Ann, as there is a parish and a church dedicated to her on the west of the Island of Montreal.

MORAL.

What lesson may be drawn from this piece?—To think of praying for safety when traveling; to sing hymns: "We'll sing at St. Ann's our parting hymn."

Questions and Suggestions.

1. What is the evening chime that tolls?—*The Angelus bell.*
2. What is meant by the second line?—*We sing, and our oars beat the time.*
3. Express *we'll* in full.—*We will.*
4. What *St. Ann's* is this?—*St. Ann's on the west of the Island of Montreal.* Point it out on the map.
5. Why does he say *the stream runs fast*?—*Because the current is swift and there are rapids near that spot.*
6. Express *daylight's* in full.—*Daylight is.*
7. What is meant by *Ottawa's tide*?—*The flowing of the Ottawa River.*
There is no tide in the Ottawa.
8. What are *surges*?—*Waves.*
9. What *isle* were they near?—*The Island of Montreal.*
10. Who is the patron saint of the Island of Montreal?—*The Most B. V. M.*
11. Might he have intended to address any one else?—*Yes, St. Ann, patron of a parish and of a church on the west of the Island of Montreal.*
12. Who wrote the Canadian Boat-Song?—*Thomas Moore, a celebrated Irish poet, the author of Moore's Irish Melodies, many other poems, and also several volumes of prose, among the latter of which is "Travels of an Irish Gentleman in search of a Religion." He lived and died a Catholic. Born, 1779; died, 1852.*
13. What is the subject of *tolls*?—*Chime.*
14. What is the object of *keep* (2nd line)?—(1) *Tune, (2) time.*
15. What are the principal parts of *keep*?—*Keep, kept, keeping, kept.*
16. In what mood is *row* (5th line)?—*Imperative.*
17. Parse *daylight*.—*C. n. (compounded from day and light), 3rd pers., sing., nom. c. to 18.*
18. In what mood is *should unfurl*?—*Potential Past.*
19. Parse *a* and the (8th line).—*A is the indef. art., and limits the noun BREATH. The is the def. art., and limits BLUE WAVE.*
20. Parse *Saint* (15th line).—*Prop. n., 2nd pers., (Why?) sing., f. g., nom. case of ADDRESS. (Why?)*
21. Conjugate *run* in the Indicative Past and Perfect.—*I ran, thou ranst, he ran; we ran, you ran, they ran. I have run, thou hast run, he has run; we have run, you have run, they have run.*

Exercises in Phraseology and Composition. 135

I. What can be distinguished in a *tree*, a *cart*, a *kitchen*, a *river*, a *farm*, a *head*, a *mouth*, a *foot*.

1. A *tree* consists of roots, a trunk, branches, leaves, flowers, fruits.
2. A *cart* consists of wheels, spokes, naves, an axle, the box or body.
3. In a *kitchen* may be seen a cooking-stove, a chimney or fire-place, pans, kettles, saucepans, boilers, dishes.
4. A *river* comprises the course, the mouth, the bed, the banks.
5. On a *farm* may be seen a barn, a stable, a poultry-yard, a barn-yard.
6. The *head* consists of a forehead, eyes, a nose, ears, a mouth, a brain.
7. The *mouth* consists of lips, jaws, teeth, the tongue, the palate, the gums.
8. A *foot* consists of a sole, toes, ankles, a heel.

II. Name some tradesmen or professional men who have for object the culture of the soil, commerce, legal processes, building, diseases.

1. The gardener, the husbandman, the farmer, the vine dresser, cultivate the soil,
2. The grocer, the merchant, the mercer, engage in commerce.
3. The lawyer, the barrister, the attorney, the sheriff, engage in legal processes.
4. The architect, the undertaker, the mason, the carpenter, engage in building.
5. The doctor, the apothecary, the dentist, the oculist, treat diseases.

III. Commence the sentence by each of the parts cut off, and make the other necessary changes accordingly.

1. Riches is not | ¹virtue.
Virtue is not riches.

2. With fervor, | let us pray | ²unceasingly.
Let us pray, unceasingly, with fervor.
Unceasingly, let us pray with fervor.

3. Dear children, | always | ²remember | your ³mother.
Always, dear children, remember your mother.
Remember your mother always, dear children.
Your mother, dear children, always remember.

Exercise on Homophonous Words.

IV.—1. Thyme.

Time.

Ton.

Tun.

2. Wait.

Way.

Weigh.

Weight.

3. Weak.

Weakly.

Week.

Weekly.

4. Wood.

Would.

Yoke.

Yolk.

Where the dash occurs insert a suitable word from the above list.

1. It is *time* to cut the *thyme*.The grocer has bought a large *tun* of molasses.The carter has brought a *ton* of coal.2. *Wait* till ten o'clock.What is the *weight* of the hay?Julia does not know the *way*.*Weigh* the butter.3. I am so *weak* I cannot go this *week*.She is a very *weakly* person.Boys should write composition *weekly*.4. I *would* not buy such knotty *wood*.Yoke the *yoke* of oxen.The *yolk* of an egg is surrounded with albumen.

V. Write a composition on CANADA.

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above list.

195. An **Adverb** is a word added to a verb, a participle, an adjective, or another adverb to modify it; as, "*The boys are **nearly** all here **working** **very** industriously.*"

196. Adverbs generally answer to the questions, *When? Where? or How?*

197. The following are a few of the adverbs most commonly used: *Now, then, ever, never, soon, often, seldom, early, lately, daily, yearly;—away, here, there, where, somewhere, nowhere;—too, very, greatly, far, fully, completely, perfectly, partly, nearly almost;—well, ill, swiftly, smoothly, truly;—yes, certainly;—no, nay, not, never;—how why, when;—firstly, secondly, singly, doubly;—perhaps, possibly, probably.*

198. Many adverbs are formed from adjectives by adding *ly*; as, **quickly**.

195. What is an Adverb?—196. Adverbs generally answer to what question?—197. Name the adverbs most commonly used.—198. How are many adverbs formed?

I. Formation of Adverbs.—Mention the adverbs ending in *ly* formed from the adjectives given.—Ask the reason why in some cases the final letter of the adjective is changed before adding *ly*.

1. Quick,	Quickly.	2. Due,	Duly.	3. Haughty,	Haughtily.
Rude,	Rudely.	Noble,	Nobly.	Agreeable,	Agreeably.
General,	Generally.	Hearty,	Heartily.	Liberal,	Liberaly.
Real,	Really.	Easy,	Easily.	Busy,	Bustly.
Feeble,	Feebly.	Gay,	Gayly.	Pretty,	Prettily.
Whole,	Wholly.	Sole,	Solely.	Manful,	Manfully.
Natural,	Naturally.	Handy,	Handily.	Clever,	Cleverly.

II. Sentences to be completed.—Supply an adverb that will complete the sense.

1. My mocking-bird has flown away.
Your canary-bird warbles sweetly.
How brightly shines the morning sun!
He rose early and retired late.
2. The snow is falling in very large flakes.
The night was bitterly cold.
The trees are heavily loaded with fruits.
The lady sang so very sweetly that she was greatly applauded.
3. John knows where to catch the largest fish.
We had nearly reached our destination when the sun set.
He will certainly secure the reward.
The boy wrote well, though his hands were badly hurt.

III. Draw one line under the adjectives and two lines under the adverbs.—I know a spot where the wild rose blooms.—You will recite first the first paragraph on the first page.—You must write more carefully; you are the least careful writer in the class.—He arose at a very early hour.—How seldom a good man inherits honor and wealth!—How can you behave so badly?—Remember now thy Creator in the days of thy youth.—Temptations are not always easily overcome.

Conjugate answer, adding the adjunct politely, in the Indicative Mood.—I answer politely, thou answerest.....

138 CHAPTER VIII.—LESSON LXXVII.—Prepositions.

199. A **Preposition** is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or pronoun; as, "*He went from Toronto to Quebec.*"—"Patrick has come for me."

200. The prepositions most commonly used are: *a, aboard, about, above, across, after, against, around, at, before, behind, below, beside, between, by, down, except, for, from, in, into, of, off, on, over, till, to, towards, under, until, unto, up, upon, with, within, without.*

199. What is a Preposition?—200. Name the principal prepositions.

I. Prepositions.—Supply a suitable preposition.

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|-------------------------------|--------------------------------|----------------------------------|
| 1. Come <i>from</i> Montreal. | 2. Speak <i>with</i> facility. | 3. Remain <i>at</i> home. |
| Live <i>in</i> peace. | Engrave <i>on</i> marble. | Send her <i>to</i> school. |
| Act <i>without</i> malice. | He will die <i>of</i> hunger. | Raise your hearts <i>to</i> God. |
| Walk <i>on</i> the roof. | Write <i>in</i> English. | Punish him <i>for</i> stealing. |
| Keep it <i>under</i> cover. | Go <i>after</i> dinner. | Stand <i>beside</i> the road. |
| Travel <i>by</i> rail. | Flee <i>from</i> danger. | Depend <i>upon</i> him. |

II. Sentences to be completed.—Supply a suitable participle where the dash occurs, and underline the prepositions.

MOSES.

1. Moses was *appointed* by God to deliver his *chosen* people from slavery. He was *saved* from the waters of the Nile by Pharaoh's daughter. When his hour was *come* he was *made* chief of the Hebrews. *Under* his guidance they were *released* from bondage and withdrawn from Egypt *about* two hundred years *after* Jacob had *taken up* his abode there.

2. *After* the ten plagues *with* which the Egyptians were *stricken*, Pharaoh was *obliged* to let the Israelites depart. A dry passage was *made* for them *through* the Red Sea; they wandered *through* the desert forty years, and *during* this period they were *fed* with manna from Heaven. Moses *having fulfilled* his mission, died *before* the Hebrews entered the Promised Land.

III. Where the dash occurs insert a suitable preposition.—The Teacher may ask the pupils to point out the adverbs.—John differs from him in appearance.—We sat upon a mossy bank beneath an aged pine, among whose branches the south wind made pleasant music, while below us, at a little distance, the waters of a tiny brook sang merrily as they danced swiftly down the slope, about to be lost in the flood of the mighty river.

Conjugate reflect, adding the adjunct before speaking, in the Potential Mood.—I may reflect before speaking, thou mayst reflect before speaking.....

1. A participial adjective.

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CHAPTER IX.—LESSON LXXVIII. Conjunctions and Interjections.

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201. A **Conjunction** is a word used to connect words or clauses in construction, and to show the dependence of the terms so connected; as, "*He is patient and happy, because he is a good Christian.*"

202. The conjunctions most commonly used are: *And, as, both, because, if, that, then, so, therefore;—or, nor, either, neither, but, lest, unless, whether.*

203. An **Interjection** is a word uttered merely to indicate some strong or sudden emotion of the mind; as, *Oh! Alas!*

204. The interjections most commonly used are: *Ah! alas! hurrah! indeed! hallo! oh! pshaw! welcome! ha! adieu! farewell! hist!*

201. What is a Conjunction?—202. Name the conjunctions most commonly used.—203. What is an Interjection?—204. Name the principal interjections.

I. Conjunctions.—Where the dash occurs insert a suitable conjunction.

1. Josue and Caleb entered the Promised Land.
Sarah or Jane is to hem the curtain.
I thought / 't he would come.
Neither he nor his brother was there.
2. He will not be pardoned unless he repent.
Whether he come or not I will go.
Both he and his cousin are at the school.
She was rewarded, because she attended school regularly.

II. Interjections.—Insert a suitable interjection.

1. *Alas!* I am undone.
Oh! what a sad accident!
Welcome! you are welcome to our home!
Hallo! Sam, where are you going?
2. *Pshaw!* Fred, you're not going home to-night.
Ha! I'll tell the Teacher.
Farewell! I'm off to Manitoba.
Hist! It's only the wind. I am going. *Adieu!*

III. Draw one line under the conjunctions and two lines under the interjections.—The Teacher may ask what the conjunctions connect.

JOSEPH.

1. Jacob loved Joseph, and his brothers were jealous of him. One day they sold him to Egyptian merchants. "What has become of my son?" said Jacob. "ALAS! a wild beast has devoured him." The old man had long mourned his lost son, when famine obliged him to send his children to Egypt to buy corn. Joseph was Pharaoh's prime minister. OH! what were his emotions when he saw his lost brothers and asked them where was their old father of whom they told him!

2. When Joseph wanted to keep Benjamin, they answered that it will break our dear old father's heart to part with Benjamin after losing another favorite son. Joseph was so moved that he shed tears; he made himself known to his brothers and, after forgiving them, loaded them with presents. O Jacob! what joy you experienced on once more seeing your beloved son!

Conjugate snow and rain in the progressive form.—*Inf.*—To be snowing. To have been snowing. *Ind.*—It is snowing. It was snowing. It has been snowing. *Pot.*—It may be snowing.

1. A conjunctive adverb.

140 CHAPTER X.—LESSON LXXIX.—Punctuation.

205. The principal marks of punctuation are:—

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|-------------------|-------------------------|
| 1. The Comma, | 5. The Interrogation, ? |
| 2. The Semicolon, | 6. The Exclamation, ! |
| 3. The Colon, | |
| 4. The Period, | |

206. A **Comma** is placed after each word of a series of more than two, and between the short members of a compound sentence; as, "*Isaias, Jeremias, Ezechiel, and Daniel are the four great prophets.*"—"*William has come, and George has gone.*"

207. A **Semicolon** is generally placed between the members of compound sentences unless very short; as, "*Meekness is an admirable virtue; but it should not degenerate into weakness.*"

208. A **Colon** is placed before a direct quotation; as, "*Our Lord says: 'Love your enemies.'*"

209. A **Period** is placed after every declarative and imperative sentence, and after every initial and abbreviation; as, "*N. S. is used for Nova Scotia.*"—"Jas. is the abbreviation of James."

210. An **Interrogation** is used after a question; as, "*When are you going, Catharine?*"

211. An **Exclamation** is used after an exclamatory expression; as, "*Alas! how sad!*"

205. Name the principal marks of punctuation.—206. Where is the Comma used?—207. The Semicolon?—208. The Colon?—209. The Period?—210. The Interrogation?—211. The Exclamation?

I. Write five proper nouns, five common nouns, five adjectives that can be used with the common nouns, five verbs that can be used with the common nouns, five adverbs that can be used with the verbs.

1. Pro. Nouns.	2. Com. Nouns.	3. Adjectives.	4. Verbs.	5. Adverbs.
Canada.	School.	Good.	Go.	Quickly.
Ireland.	Street.	Long.	Walk.	Slowly.
Jesus.	City.	Large.	Surround.	Very.
Toronto.	Sugar.	White.	Examine.	Closely.
Elisabeth.	Flour.	Superfine.	Make.	Often.

II. Construct five sentences using the words of columns 2, 3, 4, and 5, and punctuate correctly.

1. I go to a good school, and I learn quickly.
2. Walk slowly on the long street.
3. That large city is surrounded by a very thick wall.
4. I will examine that white sugar closely, and see if it is pure.
5. Cooks often make bad bread with superfine flour.

III. Punctuate this selection.

READING.

Those who have read everything are thought to understand everything too; but it is not always so. Reading furnishes the mind only with materials of knowledge; it is thinking makes what we call ours. We are of the ruminating kind, and it is not enough to cram ourselves with a great mass of collections; unless we chew them over and over again, they will not give us strength and nourishment. The memory may be stored but the judgment is little better, and the stock of knowledge not increased by being able to repeat what others have said, or to produce the arguments we have found in books. Such a knowledge as this is the knowledge of hearsay, and the only use of it is at best but talking by rote, and very often upon weak and wrong principles.—LOCKE.

Conjugate *persevere*, adding the adjunct to the end in the Subjunctive Mood.—If I persevere to the end, if thou perseverest to the end.

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NOTE.—promises selection "Hearts," widely cit

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Literary Selection for Explanation and Study.

DEATH OF CHAMPLAIN.

- Champlain, that noble worker in an alien land, was called away, after giving such proofs of a lively faith and an ardent charity, as render any comments on his life and character unnecessary. Twenty times he crossed the ocean in the interests of the colony. Many long, cold nights, when the snow was deepest on the ground, he slept out of doors, with his cloak wrapped round him, during his exploring expeditions to the far north-west. In the time of famine he showed a manly endurance and a heroic self-sacrifice, remarkable in the history of the colony. In matters of government he had displayed a wisdom, prudence, and moderation, which gained the love of his people, and the affection of the savages. To them, the great Chief was once and forever a friend. He was habitually self-controlled, energetic, and decisive. His great penetration served him well on many occasions, and his frankness and simplicity of manner gained him universal good will.

- But the wheat was ripe, and the sickle of the reaper was laid thereunto. It was in December that he was called away, when the western forests stood bare and bleak on plain and hill-side, lighting only into faint reflections of their autumnal beauty, when the day was waning, and the sun gleamed upon them in deep crimson and gold. The snow was lying softly upon the little city he had founded, the people in their primitive dwellings were making good cheer for the birthday of the Son of God, when the mariner set out upon his last voyage: the ocean—eternity; the pilot—death. It was announced to the colonists that the governor had surrendered the keys of the fortress to a mightier than he, and the Christian had gone to his eternal home in the city of Christ.—*Anna T. Sadlier.*—From "NAMES THAT LIVE IN CATHOLIC HEARTS."

NOTE.—Miss Anna T. Sadlier, the talented daughter of Mrs. James Sadlier, promises to rival her distinguished mother as a popular Catholic writer. The selection, "Death of Champlain," is from her "Names that Live in Catholic Hearts," a book which, as well as all her other literary productions, should be widely circulated.

Have the selection read, and require an oral statement of its contents.

Literary Analysis.

1. PERSONAGES. Of whom does this selection treat?—Of the celebrated explorer, Samuel de Champlain.
- TIME AND PLACE. When and where did Champlain die?—In the city of Quebec, on Christmas-Day, 1635.

Literary Analysis

2. WORDS AND ACTIONS.

1. Of what did Champlain give proofs?—*Of a lively faith and an ardent charity.*
2. How many times is it said he crossed the ocean?—*Twenty times.*
3. Relate some of his hardships.—*Sleeping out of doors on cold winter nights. In, the time of famine he showed a manly courage.....*
4. What did he display in matters of government?—*Wisdom, prudence, and moderation, which gained him love and esteem from white man and savage.*
5. What were his other noble qualities?—*Self-control, energy, decision, great penetration, frankness, simplicity of manners.*
6. What city did Champlain found?—*Quebec, in 1608.*
7. How did Champlain die?—*A true Christian.*

3. RESULT.

What is the reward of the true Christian such as Champlain?—*Eternal happiness.*

MORAL.

What instruction should be drawn from the example of Champlain?—*To earnestly try to imitate those noble qualities which made him a great man and a fervent Christian.*

Questions and Suggestions.

1. What is the meaning of *alien*?—*Alien is applied to one who was not born in the country in which he lives.*
2. Express called away otherwise.—*Died.*
3. What is the meaning of *lively*?—*Active.*
4. What is the meaning of *ardent*?—*Warm, zealous.*
5. What is *faith*?....—*Charity?....*
6. What is the meaning of *comments*?—*Explanations.*
7. What is the meaning of *character* in this place?—*The sum of qualities which distinguish a person.*
8. What is the opposite of *unnecessary*?—*Necessary.*
9. How does *un* prefixed to a word alter its meaning?—*It gives the word a directly opposite meaning.*
10. Express in the interests of the colony differently.—*To look after the wants of the colony.*
11. What is a colony?—*A body of people who remove from their mother country to a remote province or country, subject to the mother country;—the country those people occupy.*
12. What other name is given to these people?—*Colonists.*
13. What is the meaning of *out of doors*?—*In the open air.*
14. What is a cloak?—*A loose outer garment.*

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Questions and Suggestions.

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15. What other word is used for such a covering?—*Mantle.*
16. What is the meaning of *explore*?—*To penetrate or range over for the purpose of discovery.*
17. What is an *expedition*?—*An excursion by a body of persons for discovery, for scientific, or for military purposes.*
18. Point towards the north-west.
19. What is the meaning of *famine*?—*Scarcity of provisions.*
20. Mention some famine recorded in the Sacred History?—*The Egyptian famine, provided against by the providence of Joseph.*
21. From what is *manly* derived?—*From man.*
22. How does the suffix *ly* modify the meaning of a word?.....
23. What is the meaning of *endurance*?—*Patient sufferance.*
24. What is the meaning of *self-sacrifice*?—*Paying no regard to self when duty is at stake.*
25. What is the meaning of *government* as used here?—*The exercise of authority.*
26. What is the meaning of *wisdom* as used here?—*Knowledge rightly used.*
27. What is the meaning of *prudence*?—*Wisdom applied to practice, or caution evinced in forethought.*
28. What is the meaning of *moderation*?—*Freedom from excess of any kind.*
29. What name is commonly given to the *savages*?—*Indians.*
30. Why this name?—*Because when Columbus discovered America he thought he had reached the western shores of India.*
31. To whom was Champlain ever a friend?—*To the savages.*
32. What is the meaning of (1) *self-controlled*, (2) *energetic*, (3) *decisive*?
(1) *Restraint exercised over one's self*; (2) *Active, forcible*; (3) *Conclusive, marked by promptness.*
33. Give some words having nearly the same meaning as *penetration*.
—*Acuteness, sagacity, insight, sharp discernment.*
34. What word might be used instead of *frankness*?—*Openness.*
35. Use another word for *simplicity of manner*.—*Plainness of manner.*
36. What is the meaning of *universal*?—*Unlimited.*
37. Express otherwise, "But the wheat was ripe, and the sickle of the reaper was laid thereunto."—*Champlain died well prepared.*
38. Why does *December* begin with a *Capital*?—*The names of months are proper nouns, and should begin with Capitals.*
39. What is the meaning of *bleak*?—*Desolate and cold.*
40. What is a *plain*?—*Level land.*
41. From what is *autumnal* derived?—*From autumn.*
42. What is the meaning of *waning*?—*Decreasing.*
43. What is *crimson*?—*A deep-red color.*
44. What is the meaning of *gold* here?—*The yellow color caused by the sunlight on the plains and hill-sides.*
45. What is the name of the little city he had founded?—*Quebec.*
46. What kind of houses were those *primitive dwellings*?—*Rustic buildings of logs or rough stones.*
47. What day is the birthday of the Son of God?—*Christmas-day, the 25th of December.*
48. What was the mariner's last voyage?—*Death.*

49. What is *eternity*?—*Eternity is the full and perfect possession of a life without limits.*
50. Express the last sentence in plain language.—*It was announced to the colonists that the governor had breathed his last, and his pure soul had gone to Heaven.*
51. Conjugate *call* and *render* in the Pluperfect (Indicative and Potential).—*I had called.... I might, could, would, or should have rendered....*
52. Of what voice is *was called*?—*Passive voice.*
53. Name the nouns that are subjects in the 3rd sentence.—*Nights, snow.*
54. Name the adjectives in the 4th sentence.—*Manly, c.; heroic, c.; remarkable, c.* Compare each.
55. Name the pronouns in the 5th sentence.—*He, pers.; which, rel.; his, pers.* Person, number, gender, case, of each?
56. Of what mood and tense is *had founded* (24th line)?—*Indicative Pluperfect.*
57. Parse *Christian*.—*Prop. n., 3rd pers., sing., m. g., n. c., because it is the subject of HAD GONE.*
58. Compare *eternal*.—*It does not admit of comparison.*

NOTE.—Here the Teacher may give some review questions on all the parts of speech, using as text the literary selection of this lesson.

Exercises in Phraseology and Composition.

- I. Give the name of different kinds of *wood, water, oil, horses, mills, hay, tea, coffee.*
 1. *Oak, walnut, cherry, ash, butternut, maple, birch, beech, ebony, pine, spruce,* are different kinds of *wood.*
 2. The different kinds of *water* are *rain-water, river-water, salt-water, well-water, spring-water, rose-water.*
 3. *Oil* is distinguished as *olive oil, codliver oil, nut oil, coal oil.*
 4. *Horses* are distinguished as the *pack-horse, the race-horse, the carriage-horse.*
 5. *Mills* are distinguished as *hand-mills, windmills, water-mills, steam-mills.*
 6. *Hay* is distinguished as *clover and clover.*
 7. *Tea* is distinguished as *China, India, Hyson, Japan.*
 8. *Coffee* is distinguished as *Java, Mocha.*
- II. Mention some of the effects produced by *fire, cold, rain, the sun, the wind.*
 1. *Fire* cooks food, warms man, burns combustibles.
 2. *Cold* causes water to freeze, destroys insects, stops vegetation, gives coughs and colds.

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Phraseology and Composition.

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3. *Rain* moistens the earth, refreshes the air, feeds rivers.
4. The *sun* gives light to the earth, ripens fruits, revives all nature.
5. The *wind* purifies the air, puts ships in motion, drives mills.

III. Change the words italicized to their opposites.

Riches is not *virtue*.

The *proud* will be *humbled*.

The *good* will be *rewarded*.

The *damned* will be eternally *miserable*.

Youth is *improvident*.

Politeness is a *good quality*.

The *old man* is *prudent*.

Poverty is not *vice*.

The *humble* will be *exalted*.

The *wicked* will be *punished*.

The *good* will be eternally *happy*.

Old age is *provident*.

Impoliteness is a *defect*.

The *young man* is *imprudent*.

Exercise on Homophonous Words.

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| IV.—1. <i>Vale</i> . | 2. <i>Ware</i> . | 3. <i>Wail</i> . | 4. <i>Ewer</i> ¹ . |
| Veil. | Wear. | Wain. | Waist. |
| Waive. | Weather. | Wale. | Waste. |
| Wave. | Wether. | Wane. | Your. |

Where the dash occurs supply the suitable word from the above list.

1. He gave Sarah a *veil*.
The young folks are walking down the *vale*.
Let us *waive* the subject for the present.
Every *wave* drove the wreck higher upon the beach.
2. This kind of *ware* does not *wear* well.
What fine *weather*!
The *wether* nearly broke his horns.
3. Every stroke of the whip makes a *wale* on his *flesh*.
The wounded man set up a loud *wail*.
The moon is on the *wane*.
The mule is hitched to a *wain*.
4. Never *waste* your time.
Nellie tied a ribbon round her *waist*.
Fill my *ewer*¹ with water.
Where is *your* basin?

V. Write a composition on THE DEATH OF CHAMPLAIN.²

¹ Some lexicographers give *ewer* as a dissyllable; Webster marks it a monosyllable.

² NOTE.—This exercise should be written in school, and the Teacher should see that the pupils do not refer to their books.

218. Analysis in Grammar is the separation of a sentence into the parts which compose it.

Oral Exercise.—What is a Sentence? (160)—What is a Proposition? (170)—What are the Essential Parts of a sentence? (171)—What is the Subject of a sentence? (172)—The Predicate? (173)—With regard to their meaning, how are sentences divided? (174)—As regards their construction, how are sentences divided? (179)—What is a Simple Sentence? (180)—A Complex Sentence? (181)—What are Clauses? (182)—How are clauses divided? (182)—Define each. (183-184)—What is an Attribute? (187)

EXAMPLES OF ANALYSIS.—I. The Simple Sentence.

1. God loves man.

This is a simple declarative sentence.

The subject is *God*; the predicate, *loves*; the object, *man*.

2. God is love.

This is a simple declarative sentence.

The subject is *God*; the predicate, *is*; the attribute, *love*.

II. The Complex Sentence.

1. Men who love God observe His law.

This is a complex declarative sentence, consisting of a principal clause and a dependent clause.

The principal clause is *Men observe His law*; the dependent clause, *who love God*.

The subject of the independent clause is *Men*; the predicate, *observe*; the object, *law*.

The subject of the dependent clause is *who*; the predicate, *love*; the object, *God*.

2. Do men who love God observe His law?

This is a complex interrogative sentence....

The principal or independent clause is, *Do men observe His law?*—the dependent, *who love God*.

The subject of the independent clause is *men*; the predicate, *do observe*; the object, *law*.

The subject of the dependent clause is *who*; the predicate, *love*; the object, *God*.

III. The Compound Sentence.

214. A Compound Sentence is a sentence that consists of two or more independent clauses; as, "*Prosperity gains friends, but adversity tries them.*"

EXAMPLES ANALYZED.

1. Prosperity gains friends, but adversity tries them.

This is a compound declarative sentence, consisting of two independent clauses.

The first clause is, *Prosperity gains friends*; the second, *adversity tries them*; the connective is *but*.

The subject of the first clause is *prosperity*; the predicate, *gains*; the object, *friends*.

The subject of the second clause is *adversity*; the predicate, *tries*; the object, *them*.

2. Study your lessons and write your exercise.

This is a compound imperative sentence, consisting of two independent clauses.

The first clause is, *Study your lessons*; the second, *write your exercise*; the connective is *and*.

The subject of the first clause is *thou* or *you* understood; the predicate, *study*; the object, *lessons*.

The subject of the second clause is *thou* or *you* understood; the predicate, *write*; the object, *exercise*.

3. Have you studied your declamation and have you written your composition?

This is a compound interrogative sentence, consisting of two independent clauses.

The first clause is, *Have you studied your declamation?*—the second, *have you written your composition?* The connective is *and*.

The subject of the first clause is *you*; the predicate, *have studied*; the object, *declamation*.

The subject of the second clause is *you*; the predicate, *have written*; the object, *composition*.

4. How sweetly the thrush sings, and how swiftly the swallow flies!

This is a compound exclamatory sentence, consisting of two independent clauses.

Analysis.

The first clause is, *How sweetly the thrush sings!*—the second, *how swiftly the swallow flies!* The connective is *and*.

The subject of the first clause is *thrush*; the predicate, *sings*; it has neither object nor attribute.

The subject of the second clause is *swallow*; the predicate, *flies*; it has neither object nor attribute.

THE SENTENCE.—Analysis.—Synoptical Table.

DEFINITION.....

THE SENTENCE.	Meaning.	1. Declarative. 2. Imperative. 3. Interrogative. 4. Exclamatory.
	Form.	1. Simple. 2. Complex. 3. Compound.
	Clauses.	1. Independent. 2. Dependent.
	Principal Parts.	1. Subject. 2. Predicate. 3. Object, or Attribute.

} Essential Parts.

1. Th
and the
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212. Parsing is the resolving or explaining of a sentence, or of some related word or words, according to the definitions and rules of grammar.

Example of Parsing.

I now see the old man coming; but, alas! he walks with difficulty.

I is a personal pronoun, of the first person, singular number, masculine gender, and nominative case to *see*.

1. A pronoun is a word used instead of a noun.

2. A personal pronoun is a pronoun that shows, by its form,¹ of what person it is.

3. The first person denotes the speaker or writer.

4. The singular number denotes but one.

5. The masculine gender is that which denotes persons or animals of the male kind. (When the gender is doubtful, the preference is given to the masculine.)

6. The nominative case is that form or state of a noun or pronoun which usually denotes the subject of a finite verb.

Now is an adverb.

1. An adverb is a word added to a verb, a participle, an adjective, or another adverb to modify it.

See is an irregular, transitive verb, active voice, from *see*, *saw*, *seeing*, *seen*, of the indicative mood, present tense, first person, singular number, and agrees with its nominative *I* (185).

1. A verb is a word used to express action or being.

2. A transitive verb is a verb that expresses action done by some person or thing to another.

3. An irregular verb is a verb that does not form its preterit or perfect participle by adding *d* or *ed* to the root.

4. The active voice is that form of a transitive verb which shows that the subject does the action expressed by the verb.

5. The indicative mood is generally used to express a declaration or an interrogation.

6. The present tense is used to express what exists or is taking place.

7. The first person denotes the speaker or writer.

1. The Teacher might show the difference between the personal pronouns and the relative pronouns in this respect, the antecedent of the latter showing their person, etc.

8. The singular number denotes but one.
9. A verb agrees with its subject or nominative in person and number. (185)

The is the definite article.

1. An article is the word *the*, *a* or *an* used before nouns to limit their signification.
2. The definite article is *the*, which denotes some particular thing or things.

Old is a common adjective, positive degree, compared regularly, *old*, *older*, *oldest*, and relates to the noun *man*.

1. An adjective is a word that relates to a noun or pronoun.
2. A common adjective is an adjective that denotes quality or situation.
3. The positive degree is the degree expressed by the adjective in its simple form.
4. The Comparative of adjectives of one syllable is commonly formed by adding *er* to the positive; and the superlative, by adding *est*.

Man is a common noun, of the third person, singular number, masculine gender, and objective case.

1. A noun is the name of any person, animal, place, or thing, that can be known or mentioned.
2. A common noun is the name of a class of beings or things.
3. The third person denotes the person or thing spoken of.
4. The singular number denotes but one.
5. The masculine gender is that which denotes persons or animals of the male kind.
6. The objective case is that form or state of a noun or pronoun, which usually denotes the object of a verb, participle, or preposition.

Coming is an imperfect participle, from the irregular intransitive verb *come*, *came*, *coming*, *come*.

1. A participle is a word derived from a verb, participating the properties of a verb, and an adjective or a noun; and is generally formed by adding *ing*, *d* or *ed* to the verb.

But is a conjunction.

1. A conjunction is a word used to connect words, or clauses in construction, and to show the dependence of the terms so connected.

Alas! is an interjection.

1. An interjection is a word uttered merely to indicate some strong or sudden emotion of the mind.

He is a personal pronoun, of the third person, singular number, masculine gender, and in the nominative case to *walks*.

1. A pronoun is a word used instead of a noun.
2. A personal pronoun is a pronoun that shows, by its form, of what person it is.
3. The third person denotes the person or thing spoken of.
4. The singular number denotes but one.
5. The masculine gender is that which denotes persons or animals of the male kind.
6. The nominative case is that form or state of a noun or pronoun which usually denotes the subject of a finite verb.

Walks is a regular, intransitive verb, (intransitive verbs have no voice, though they have the form of the active,) of the indicative mood, present tense, third person, singular number, and agrees with its nominative *he*. (185)

1. A verb is a word used to express action or being.
2. An intransitive verb is a verb that expresses being or action not done to another.
3. A regular verb is a verb that forms its preterit and perfect participle by the addition of *d* or *ed* to its root.
4. The indicative mood is generally used to express a declaration or an interrogation.
5. The present tense is used to express what exists or is taking place.
6. The third person denotes the person or thing spoken of.
7. The singular number denotes

$\left(\begin{array}{c} \text{Person and} \\ \text{Number} \\ \text{of Verb.} \end{array} \right)$	$\left\{ \begin{array}{l} \text{A verb agrees with its} \\ \text{subject or nominative} \\ \text{in person and num-} \\ \text{ber. (185)} \end{array} \right.$
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With is a preposition.

- I. A preposition is a word used to express some relation of different things or thoughts to each other, and is generally placed before a noun or pronoun.

Difficulty is a common noun, of the third person, singular number, neuter gender, and objective case governed by the preposition *with*. (Prepositions govern the objective case. Ask the question with *whom* or *what* after the preposition, and the answer will be the object; as, He walks with difficulty.—*With what?* With *difficulty*.—The teacher has given the book to James.—*To whom?* To *James*.—*Difficulty* and *James* are respectively objects of the prepositions *with* and *to*.)

1. A noun is the name of any person, animal, place, or thing, that can be known or mentioned.
2. A common noun is the name of a class of being or things.
3. The third person denotes the person or thing spoken of.
4. The singular number denotes but one.
5. The neuter gender is that which denotes things that are neither male nor female.
6. The objective case is that form or state of a noun or pronoun, which denotes the object of a verb, participle, or preposition.

Parsing.—Synoptical Table.

PARSING.—SYNOPTICAL TABLE.

Noun.	Class. Person. Number. Gender. Case.	
Article.	Definite or Indefinite. Relation.	
Adjective.	Class. Degree. Relation.	
Pronoun.	Class. Person. Number. Gender. Case.	When a Relative, its Antecedent.
Verb.	Class as to form. " " meaning. Mood. Tense. Person. Number. Agreement.	
Participle.	Form (Imperfect, Perfect, or Preperfect). From what verb derived.	
Adverb.	Relation.	
Preposition.	Relation.	
Conjunction.	What it connects.	
Interjection.	Emotion expressed.	

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Analysis and Parsing.

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Sentences for Exercises in Analysis and Parsing.

1. The boy loves his mother. 2. The scholars learn. 3. Aloysius reads. 4. Stanislas sings. 5. Julia knits. 6. Louisa sews. 7. Wisdom is precious. 8. Acquire good habits. 9. Where is Patrick's book? 10. Love the Sacred Heart of Jesus. 11. Who was St Joseph? 12. Wisdom is precious. 13. Recite your lesson slowly. 14. America was discovered by Columbus. 15. Children, obey your parents. 16. Alas! how vain are our hopes! 17. Take not the name of God in vain. 18. Remorse will haunt a guilty conscience. 19. Do you know your lesson yet? 20. How the thunder rolls! 21. You may be mistaken. 22. Look over the sum again. 23. The lazy sailor had thrown out the rope. 24. I ate some plums. 25. The rainbow appears. 26. Books afford instruction. 27. When did Abraham die? 28. The heavy clouds darken the air. 29. Evil communications corrupt good manners. 30. The rose, the lily, and the pink are fragrant flowers.

31. He who conquers his passions, overcomes his greatest enemies. 32. Habits formed in youth, accompany us through life. 33. A man who is honest will be trusted. 34. Lines that are parallel never meet. 35. They who slander others break the eighth Commandment. 36. You may purchase whatever you need. 37. He who studies diligently will improve. 38. He who fears God does not fear man. 39. Delay not till to-morrow the duties which you can perform to-day. 40. The king that oppresses his people is hated. 41. Who that has common sense can entertain so absurd a notion? 42. The study of natural history expands and elevates the mind. 43. The minstrel was singing for the amusement of the king. 44. How are you? 45. Virtue refines the affections, but vice debases them. 46. Get justly, use soberly, distribute cheerfully, and live contentedly. 47. Learn one thing at a time, and learn that thing well. 48. The sun sets, and the mountains are shaded. 49. The night was dark, the storm raged furiously, and the shipwrecked mariners were in despair. 50. The weather was unfavorable, accordingly we deferred our visit. 51. The ink is thick and pasty, therefore I cannot write well. 52. The boy is an orphan, therefore he needs sympathy. 53. The girl is attentive to her lessons, consequently she makes rapid improvement. 54. Children ought to be merry sometimes; but they should never be rude. 55. St. Stephen was stoned by the Jews; yet he died praying for them. 56. We must be diligent in study; else we shall make little progress.

57. The lightning struck the tree. 58. Is Victoria queen of England? 59. The locomotive draws the train. 60. A pennyworth of mirth is worth a pound of sorrow. 61. The friends that we gain in childhood, often forget us in old age. 62. My son, why do you indulge in anger? 63. Oh! for a lodge in some vast wilderness! 64. Always show respect for the aged. Often write composition. 65. Sir Isaac Newton are thy beams! 66. O Sun, thou who rulest the day, how bright are thy beams! 67. Man proposes, but God disposes. 68. Falsehood aids no honest cause. 69. Father, must I stay? 70. Think deliberately, and then act promptly. 71. The boys were reciting their les-

General Review..

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Synopsis for a General Review.—Continued.

LANGUAGE.

THE VERB.

THE PRONOUN.

Classes.

Personal.
Relative.
Interrogative.

Modifications.

The same as those of Nouns.

Classes.

Form.

1. Regular.
2. Irregular.
3. Defective.

Meaning.

1. Transitive.
2. Intransitive.

Voice.

1. Active.
2. Passive.

Principal Parts.

1. Present.
2. Preterit.
3. Imp. Part.
4. Perf. Part.

Mood.

1. Infinitive.
2. Indicative.
3. Potential.
4. Subjunctive.
5. Imperative.

Modifications.

Tense.

1. Present.
2. Past.
3. Perfect.
4. Pluperfect.
5. Future.
6. Future Perfect.

Number.

1. Singular.
2. Plural.

Person.

First.
Second.
Third.

THE PARTICIPLE. 1. Imperfect.
2. Perfect.
3. Preperfect.

THE ADVERB: List of principal.

THE PREPOSITION: " "

THE CONJUNCTION: " "

THE INTERJECTION: " "

SUPPLEMENTARY LITERARY SELECTIONS.

I.—GOD'S GOODNESS EVER TO BE REMEMBERED.

Let never day or night unhallowed pass,
But still remember what the Lord hath done.

—*Shakespeare* (1564-1616).

II.—GOD'S GREATNESS.

God's greatness, which is infinite, makes room
For all things in its lap to lie ;
We should be crushed by a magnificence
Short of infinity.

—*F. W. Faber* (1814-1863).

III.—GRATITUDE TO GOD.

How blest Thy creature is, O God,
When, with a single eye,
He views the lustre of Thy word,
The day-spring from on high.

Through all the storms that veil the skies,
And frown on earthly things,
The Sun of Righteousness he eyes
With healing on His wings.

Struck by that light, the human heart,
A barren soil no more,
Sends the sweet smell of grace abroad,
Where serpents lurked before.

Literary Selections.

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15 The glorious orb, whose golden beams
The fruitful year controls,
Since first, obedient to Thy word,
He started from the goal,
Has cheered the nations with the joys
His orient rays impart ;
20 But, Jesus 'tis Thy light alone
Can shine upon my heart.

—Couper (1781-1800).

IV.—THE ETERNITY OF GOD.

O Lord ! my heart is sick,
Sick of this everlasting change ;
And life runs tediously quick
Through its unresting race and varied range :
5 Change finds no likeness to itself in Thee,
And wakes no echo in Thy mute eternity.

—F. W. Faber.

V.—GOD IS EVERYWHERE.

There's not a place on earth's vast round.
In ocean deep, or air,
Where skill and wisdom are not found,
For God is everywhere.

VI.—THE POWER OF GOD.

For He who guides the rolling orbs above,
Spreads every leaf that flutters in the grove ;
Breathes health and fragrance in each balmy gale,
Pours the clear streamlet gliding in the vale ;
5 Extends the vast Atlantic's rolling floods,
And clothes the forest with its waving woods,
Guides the green tendril round the shady bower ;
Shines in the dew and blushes in the flower.
The humblest dew that blushes to the morn,
10 The meanest insect in its bosom born
Live by the fiat of that Mighty Voice,
Which rules the spheres, and makes the worlds rejoice.

VII.—TO GOD THE CREATOR.

Hear me, O God !
 A broken heart
 Is my best part :
 Use still Thy rod,
 5 That I may prove
 Therein Thy love.

If Thou hadst not
 Been stern to me,
 But left me free,
 10 I had forgot
 Myself and Thee.

For sin's so sweet,
 As minds ill bent
 Rarely repent,
 15 Until they meet
 Their punishment.

—Ben Jonson (1574-1637).

VIII.—THE ADOPTION OF THE SHAMROCK AS THE EMBLEM
OF THE MOST HOLY TRINITY.

On Tara's hill the famous marble hall
 Is filled with kings and priests and chiefs and bards,
 Who all with one accord, their fixed regards,
 Direct on Patrick blessed. Each and all,
 5 With ear attentive, hearken to his voice.
 A tiny Shamrock from the grassy sod
 Serves him for emblem of the Triune God.
 He ceased to speak, and Erin made her choice,
 To be of nations Catholic, the first,
 10 To Peter's chair and Patrick's words to cling,
 Though sunk in woe, in anguish sorrowing,
 To keep her faith when Hell had done its worst,
 To love the *type* by her St. Patrick given,
 And hope to love its *antitype* in Heaven.

IX.—HYMN FOR ST. JOHN'S EVE.

O Sylvan prophet ! whose eternal fame
 Echoes from Juda's hills and Jordan's stream,
 The music of our number raise,
 And tune our voices to thy praise.

5 A messenger from high Olympus came
 To bear the tidings of thy life and name,
 And told thy sire each prodigy
 That Heaven designed to work in thee.

10 Hearing the news, and doubting in surprise,
 His faltering speech in fettered accent dies ;
 But Providence, with happy choice,
 In thee restored thy father's voice.

15 In the recess of Nature's dark abode,
 Though still enclosed, yet knewest thou thy God ;
 Whilst each glad parent told and blessed
 The secrets of each other's breast.

—Dryden (1681-1700).

X.—GOD OUR KING.

To arms ! to arms ! for God our King !
 Hark how the sounds of the battle ring !
 Unfold the banner ! Raise it high,
 Dear omen of our victory !

—F. W. Faber.

XI.—THE BURNING BABE.

As I in a hoary winter's night
 Stood shivering in the snow,
 Surprised I was with sudden heat,
 Which made my heart to glow.

5 And lifting up a fearful eye
 To view what fire was near,
 A pretty Babe all burning bright,
 Did in the air appear ;



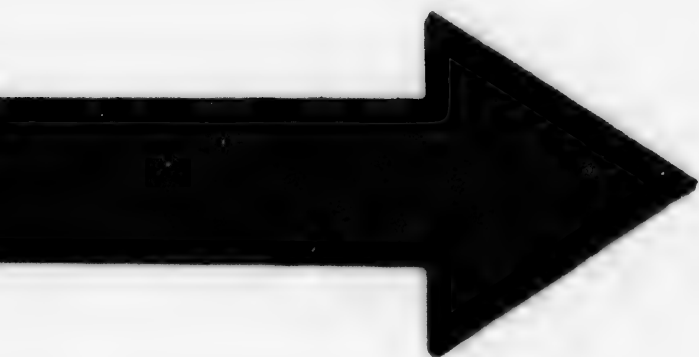
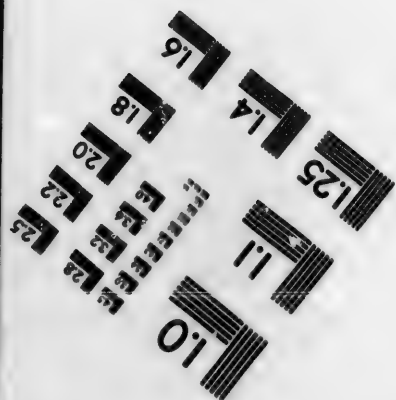
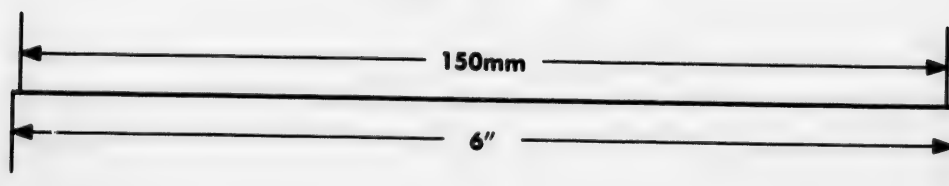
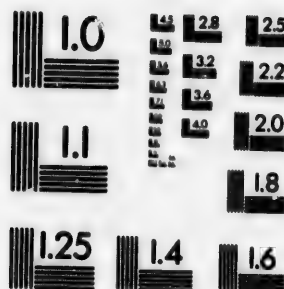
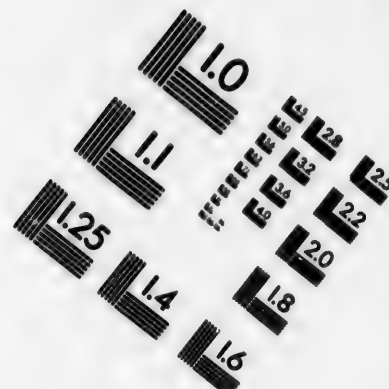
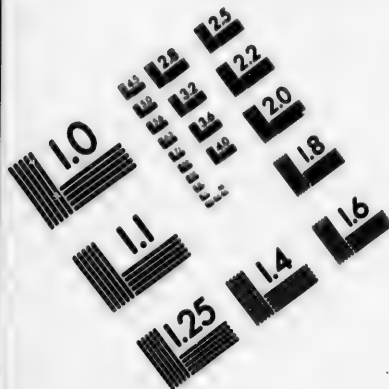


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Literary Selections.

10 Who, scorched with excessive heat,
Such floods of tears did shed,
As though His floods should quench His flames,
Which with His tears were bred.

15 "Alas!" quoth He, "but newly born,
In fiery heats I fry,
Yet none approach to warm their hearts
Or feel My fire, but I ;

20 My faultless breast the furnace is,
The fuel, wounding thorns,
Love is the fire, and sighs the smoke,
The ashes, shames and scorns ;

The fuel justice layeth on,
And mercy blows the coals,
The metal in his furnace wrought
Are men's defiled souls :

25 For which, as now on fire I am,
To work them to their good,
So will I melt into a bath,
To wash them in My Blood."

30 With this He vanished out of sight,
And swiftly shrunk away,
And straight I called upon my mind
That it was Christmas-Day.

—*R. Southwell, S. J. (1560-1595).*

XII.—SILENCE.

Even a fool that holdeth his peace is counted wise.

—*Proverbs.*

XIII.—SUCCESS.

The talent of success is nothing more than doing what you can do well, and doing well whatever you do, without a thought of success.

—*Longfellow (1807-1882).*

XIV.—A GOOD ADVICE.

Love thyself last : cherish those hearts that hate thee :
 Corruption wins no more than honesty.
 Still in thy right hand carry gentle peace,
 To silence envious tongues ; be just, and fear not.

—*Shakespeare.*

XV.—THE TRAVELERS AND THE BEARS.

Two men traveling through a forest together, mutually
 promised to stand by each other in any danger they
 should meet upon the way. They had not gone far before
 a bear came rushing towards them out of a thicket ; upon
 5 which, one being a light, nimble fellow, got into a tree ;
 the other, falling flat upon his face and holding his breath,
 lay still, while the bear came up and smelled him ; but
 the creature, supposing him to be a dead carcase, went
 back again into the wood, without doing him the least
 10 harm. When all was over, the spark who climbed the
 tree came down to his companion, and, with a pleasant
 smile, asked him what the bear said to him ; "For," says
 he, "I took notice that he clapped his mouth very close
 to your ear." "Why," replied the other, "he charged
 15 me to take care for the future, not to put any confidence
 in such a cowardly fellow as you are."

—*Æsop* (B. C. 500).

XVI.—LOST.

Lost, yesterday, somewhere between sunrise and sunset, two
 golden hours, each set with sixty-diamond minutes. No re-
 ward is offered, for they are gone forever.

—*Horace Mann* (1796-1859).

XVII.—ALWAYS DESPISED.

The liar is invariably and universally despised, abandoned,
 and disowned. It is, therefore, natural to expect that a crime
 thus generally detested should be generally avoided.

—*Hawkesworth* (1715-1779).

Literary Selections.

XVIII.—TO OUR BLESSED LADY.

In that, O Queen of queens ! thy birth was free
 From guilt which others doth of grace bereave,
 When in their mothers' womb they life receive,
 God as His sole-born daughter loved thee.
 5 To match thee like thy birth's nobility,
 He thee His spirit for the spouse did leave
 Of whom thou didst His only Son conceive,
 And so wast linked to all the Trinity.
 Cease then, O queens, who earthly crowns do wear,
 10 To glory in the pomp of worldly things.
 If men such high respect unto you bear,
 Whose daughters, wives, and mothers are of kings,
 What honor should unto that queen be done
 Who had your God for Father, Spouse, and Son
 —H. Constable (1566—?).

XIX.—THE SEASONS OF LIFE.

1. *Spring.*

The soft green grass is growing
 O'er meadow and o'er dale,
 The silvery founts are flowing
 Upon the verdant vale ;
 5 The pale snowdrop is springing
 To greet the glowing sun ;
 The primrose sweet is flinging
 Perfume the fields among ;
 The trees are in the blossom,
 10 The birds are in their song,
 As spring upon the bosom
 Of nature's born along.

So the dawn of humble life doth green and verdant spring.
 It doth little ween the strife that after years will bring ;
 15 Like the snowdrop it is fair, and like the primrose sweet ;
 But its innocence can't scare the blight from its retreat.

2. *Summer.*

The full ripe corn is bending
 In waves of golden light ;
 The new mown hay is sending
 Its sweets upon the night ;

- 5 The breeze is softly sighing,
 To cool the parchèd flowers ;
 The rain, to see them dying,
 Weeps forth its gentle showers ;
 The merry fish are playing,
 10 Adown yon crystal stream ;
 And night from day is straying
 As twilight gives its gleam.

- And thus manhood, in its prime, is full and ripe and strong,
 And it scarcely deems that time can do its beauty wrong.
 15 Like the merry fish we play adown the stream of life ;
 And we reck not of the day, that gathers what is rife.

3. *Autumn.*

- The flowers are all fading,
 Their sweets are rifled now,
 And night sends forth her shading
 Along the mountain brow.
 5 The bee hath ceased its winging
 To flowers at early morn ;
 The birds have ceased their singing,
 Sheafed is the golden corn ;
 The harvest now is gathered
 10 Protected from the clime ;
 The leaves are seared and withered
 That late shone in the prime.

- Thus when fourscore years are gone o'er the frail life of
 man,
 15 Time sits heavy on his throne, as near his brow we scan ;
 Like the autumn leaf that falls when winds the branches
 wave,
 Like night-shadows daylight palls, like all he finds a grave.

4. *Winter.*

- The snow is on the mountain,
 The frost is on the vale,
 The ice hangs on the fountain,
 The storm rides on the gale ;

Literary Selections.

- 5 The earth is bare and naked,
 The air is cold and drear,
 The sky with snow-clouds flaked,
 And dense foul fogs appear ;
 10 The sun shines not so brightly
 Through the dark murky skies,
 The nights grow longer—nightly
 And thus the winter dies.

Thus falls man, his season past the blight hath tak'n his bloom ;

- 15 Summer gone, the autumn blast consigns him to the tomb ;
 Then the winter, cold and drear, with pestilential breath,
 Blows upon his silent bier and whispers—This is death.

T. J. Ouseley.

XX.—OUR DAILY BREAD.

- Give us our daily Bread,
 O God the bread of strength !
 For we have learned to know
 How weak we are at length.
 5 As children we are weak,
 As children must be fed ;
 Give us Thy Grace, O Lord,
 To be our daily Bread.
- 10 Give us our daily Bread,—
 The bitter bread of grief.
 We sought earth's poisoned feasts
 For pleasure and relief,
 We sought her deadly fruits,
 15 But now, O God, instead,
 We ask Thy healing grief
 To be our daily Bread.
- 20 Give us our daily Bread
 To cheer our fainting soul ;
 The feast of Comfort, Lord,
 And peace, to make us whole :

For we are sick of tears,
The useless tears we shed ;
Now give us comfort, Lord,
To be our daily Bread.

25 Give us our daily Bread,
The bread of Angels, Lord,
By us so many times,
Broken, betrayed, adored :
30 His Body and His Blood ;—
The feast that Jesus spread ;
Give Him—our life, our all—
To be our daily Bread !

—*Adelaide A. Procter* (1825-1864).

XXI.—THE WOLF AND THE LAMB.

A Lamb her thirst was slaking,
Once at a mountain rill.
A hungry Wolf was taking
His hunt for sheep to kill,
5 When spying on the streamlet's brink
This sheep of tender age,
He howled in tones of rage,
"How dare you soil my drink ?
Your impudence I shall chastise !"
10 "Let not your majesty," the Lamb replies,
"Decide in haste or passion !
For sure 'tis difficult to think
In what respect or fashion
My drinking here could soil your drink,
15 Since on the stream your majesty now faces,
I'm lower down, full twenty paces."
"You soil it," said the wolf ; "and more I know,
You cursed and slandered me a year ago."
20 "O no ! how could I such a thing have done !
A Lamb that has not seen a year,
A suckling of its mother dear ?"
"Your brother then." "But brother I have none"
"Well, well, what's all the same,
'Twas some one of your name.

Literary Selections.

- 25 Sheep, men, and dogs of every nation,
Are wont to stab my reputation,
As I have truly heard."
Without another word,
He made his vengeance good,—
30 Bore off the Lambkin to the wood,
And there without a jury,
Judged, slew, and ate her in his fury.

—*La Fontaine.*

What is the moral ?

XXII.—ST. JOSEPH.

- Hail ! holy Joseph, hail !
Husband of Mary, hail !
Chaste as the lily flower
In Eden's peaceful vale.
- 5 Hail ! holy Joseph, hail !
Father of Christ esteemed,
Father be thou to those
Thy Foster-Son redeemed.
- 10 Hail ! holy Joseph, hail !
Prince of the House of God,
May His best graces be
By thy sweet hands bestowed.
- 15 Hail ! holy Joseph, hail !
Comrade of angels, hail !
Cheer thou the hearts that faint,
And guide the steps that fail.
- 20 Hail ! holy Joseph, hail !
God's choice wert thou alone ;
To thee the Word made flesh
Was subject as a Son.
- Hail ! holy Joseph, hail !
Teach us our flesh to tame.
And, Mary, keep the hearts
That love thy husband's name.

25

Mother of Jesus, bless,
And bless, ye saints on high,
All meek and simple souls
That to St. Joseph cry.

—F. W. Faber.

XXIII.—THE WORDS OF SOCRATES.

A house was built by Socrates
That failed the public taste to please.
Some blamed the inside, some the out; and all
Agreed that the apartments were too small.
5 Such rooms for him, the greatest sage of Greece!
"I ask," said he, "no greater bliss
Than real friends to fill e'en this."
And reason had good Socrates
To think this house too large for these.

Moral.

10 A crowd to be your friends will claim,
Till some unhandsome test you bring.
There's nothing plentier than the name;
There's nothing rarer than the thing.

—La Fontaine.

XXIV.—KIND WORDS.

Kind words are the music of the world. They have a
power which seems to be beyond natural causes, as if they
were some angel's song, which had lost its way, and come
on earth, and sang on undyingly, smiting the hearts of
5 men with the sweetest sounds, and putting, for a while, an
angel's nature into us. In truth, there is hardly a power
on earth equal to them. It seems as if they could do
what, in reality, only God can do,—namely, soften the
hard, angry hearts of men.
10 Many a friendship, long, loyal, and self-sacrificing,
rested at first on no thicker foundation than a kind word.
The two men were not likely to be friends. Perhaps
each of them regarded the other's antecedents with
somewhat of distrust. They had possibly been set against
15 each other by the circulation of a gossip. Or they had

been looked upon as rivals, and the success of one was regarded as incompatible with the success of the other. But a kind word—perhaps the mere report of a kind word—has been enough to set all things straight, and to be the commencement of an enduring friendship.

—F. W. Faber.

XXV.—THE FOX AND THE CROW.

The frost was hard, the ground was bare ;
 Resolved to mend her scanty fare,
 A daring Crow a larder entered,
 Where never Crow before had ventured,
 5 And managed safely off to hop
 With (what d' you think ?) a mutton chop ;
 (Friend Æsop talks, you know, of cheese,
 But meat, a Crow might better please),
 And, holding in her beak the treasure,
 10 Perched on a tree to feast at leisure.
 But scarcely had she reached her station,
 When a sly Fox her occupation
 Observing, nimbly took his place
 Below, and looked her in the face :
 15 "Dear ma'am," said he, "don't think me rude—
 I would not for the world intrude ;
 But really your commanding beauty
 Obliges me to pay my duty :
 Those piercing eyes ! those glossy plumes !
 20 Your slave perhaps too far presumes,—
 Yet, might I beg a single song ?
 A voice enchanting must belong
 To that fair form !—be kind ! I die
 Unless your goodness will comply !"
 25 The simple Crow believed the joke,
 Opened her beak, and cried out "Croak !"
 Down fell the meat ! the wished-for prize,
 The Fox snaps up, and sneering cries :
 "I fear you're hoarse ; don't strain your throat ;
 30 I really scarce can hear a note.
 Good-bye ; I cannot longer stay,—
 Yet suffer me one word to say :—

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- 35 When rogues like me praise fools like you,
We have our private ends in view.
Remember this, then, and beware
Of being caught in flattery's snare.
You'll own, unless you're quite a glutton,
The lesson's worth a piece of mutton."

XXVI.—SONG OF MAY MORNING.

- Now the bright morning star, day's harbinger,
Comes dancing from the east, and leads with her
The flowery May, who from her green lap throws
The yellow cowslip, and the pale primrose.
5 Hail, bounteous May, that dost inspire
Mirth, and youth, and warm desire ;
Woods and groves are of thy dressing,
Hill and dale doth boast thy blessing.
Thus we salute you with our early song,
10 And welcome thee, and wish thee long.

—Milton (1608-1674).

XXVII.—ALL RELIGIONS CANNOT BE ACCEPTABLE TO GOD.

- Can all religions be equally acceptable to God? Can
He be as much pleased with one form of worship as with
another? Evidently not. Infinite truth cannot be pleased
with falsehood ; infinite goodness cannot take pleasure in
5 evil. He who asserts that all religions are equally good,
that man may fulfil his duties towards God by adopting
any form of religion indiscriminately, asserts absurdities,
and blasphemes the veracity and goodness of his Creator.

—Balmes (1810-1848).

XXVIII.—CHARITY.

In faith and hope the world will disagree ;
But all mankind's concern is charity.

Literary Selections.

XXIX.—TO-DAY.

Only from day to day
 The life of a wise man runs ;
 What matter of seasons far away,
 Have gloom or have double suns ?

5 To climb the unreal paths,
 To lose the roadway here,
 We swim the rivers of wrath,
 And tunnel the hills of fear.

10 Our feet on the torrent's brink,
 Our eyes on the cloud afar,
 We fear the things we think,
 Instead of the things that are.

15 Like a tide our work should rise,
 Each later wave the best,
 To-morrow forever flies,
 To-day is the special test.

Like a sawyer's work is life :
 The present makes the flaw,
 And the only field of strife
 Is the inch before the saw.

—J. B. O'Reilly (1844—).

XXX.—A GOOD ADVICE.

Let us not stop to examine the evils which others do, but
 think only of the good which we ourselves should do.

XXXI.—A FINE DAY IN SUMMER.

5 A day when Summer supersedes the Spring,
 And June's innumerable roses fling
 Their perfumed odors o'er the passing breeze
 That sweeps, enamored, o'er the fairy trees ;
 When floods of light intoxicate the eye,
 When earth expands beneath a cloudless sky,
 And every waving branch and leafy bower
 Bursts into song, and blossoms into flower.

—Lady Georgiana Fullerton (1814—).

Literary Selections.

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XXXII.—THE ACORN AND THE GOURD.

5 "Methinks the world is oddly made,
And everything amiss,"
A dull, complaining atheist said,
As stretched he lay beneath the shade,
And instanced it in this :

10 "Behold," quoth he, "that mighty thing,
A gourd so large and round,
Is held but by a little string,
Which upward cannot make it spring,
Nor bear it from the ground ;

15 "While on this oak an acorn small,
So disproportioned grows,
That whosoe'er surveys this all
This universal, casual hail
Its ill-contrivance knows.

20 "My better judgment would have hung
The gourd upon the tree,
And left the acorn slightly strung
'Mong things that on the surface sprung,
And weak and feeble be."

25 No more the cavalier could say,
No further faults disclose ;
For, upward gazing at the sky,
An acorn, loosened from its spray,
Fell down upon his nose.

30 From pain his eyes with tears ran o'er,
As punished for the sin,
Fool ! if the gourd an oak-tree bore,
Thy whimsies would have worked no more
Nor skull have kept them in !

XXXIII.—THE ARCTIC INDIAN'S FAITH.

We worship the Spirit that walks unseen
Through our land of ice and snow ;
We know not His face, we know not His place,
But His presence and power we know.

(1844—).

do, but

1814—).

Literary Selections.

- 5 Does the Buffalo need the Pale-face word
To find his pathway far?
What guide has he to the hidden ford,
Or where the green pastures are? 15
- 10 Who teacheth the Moose that the hunter's gun
Is peering out of the shade?
Who teacheth the Doe and the Fawn to run
In the track the Moose has made? 20
- 15 Him do we follow, Him do we fear
The Spirit of earth and sky;
Who hears with the *Wapiti's* eager ear
His poor red children's cry. 25
- 20 Whose whisper we note in every breeze
That stirs the birch canoe;
Who hangs the reindeer-moss on the trees
For the food of the *Caribou*.
- That Spirit we worship Who walks unseen
Through our land of ice and snow;
We know not His face, we know not His place,
But His presence and power we know.
- T. D. McGee (1825-1868).

XXXIV.—THE ANT AND THE GLOW-WORM.

- When night had spread its darkest shade,
And even the stars no light conveyed
A little Ant of humble gait,
Was plodding homeward somewhat late. 10
- 5 Rejoiced was she to keep in sight
A splendid Glow-Worm's useful light,
Which, like a lantern clear, bestowed
His help along her dangerous road. 15
- 10 On as she went with footstep firm,
She thus addressed the glittering Worm:
"A blessing, neighbor, on your light!
I thank you for it. So, good-night!" 20

15 "What!" said the vain but gifted thing;
 Do *you* employ the light I bring?
 If so, I'll keep it out of view;
 I do not shine for such as you."
 It's light it proudly then withdrew.

20 A traveler, as he journeyed by,
 Had seen with pleased and curious eye
 The beauteous luster, now put out;
 • But, left in darkness and in doubt,
 Unconsciously he stept aside,
 And crushed the Glow-Worm in his pride.

25 God, in his wise and bounteous love,
 Has given us talents to improve;
 And those who hide the precious store
 May do much harm, but suffer more.

XXXV.—A CASTLE IN THE AIR.

I built myself a castle,
 So noble, grand, and fair;
 I built myself a castle,
 A castle—in the air.

5 The fancies of my twilight
 That fade in sober truth,
 The longing of my sorrow,
 And the vision of my youth;

10 The plans of joyful futures;
 So dear they used to seem,
 The prayer that rose unbidden,
 Half prayer—and half a dream;

15 The hopes that died unuttered
 Within this heart of mine;—
 For all these tender treasures
 My castle was the shrine.

20 I looked at all the castles
 That rise to grace the land,
 But I never saw another
 So stately or so grand.

Literary Selections.

And now you see it shattered,
My castle in the air ;
It lies, a dreary ruin,
All desolate and bare.

25 I cannot build another,
I saw that one decay ;
And strength and heart and courage
Died out the self-same day.

30 Yet still, beside that ruin,
With hopes as deep and fond,
I waited with an infinite longing,
Only—I looked beyond.

—*Adelaide A. Procter.*

XXXVI.—THE DAISY.

The daisy is the meekest flower
That grows in wood or field ;
To wind and rain, and footsteps rude,
Its slender stem will yield.

5 And when they're passed away again,
As cheerfully it springs,
As if a playful butterfly
Had bent it with his wings.

10 The daisy is a hardy plant,
And in the winter-time
We find it by the sheltered nooks,¹
Unhurt by snow and rime.

15 In Spring it dots the green with white,
It blossoms all the year,¹
And so it is a fav'rite flower,
To little children dear.

20 Before the stars are in the sky
The daisy goes to rest,
And folds its little shining leaves
Upon its golden breast.

1. Not in this country.

And so it sleeps in dewy night
 Until the morning breaks ;
 Then with the song of early birds,
 So joyously awakes.

25 And children, when they go to bed,
 Should fold their hands in prayer,
 And place themselves, and all they love,
 In God's Almighty care.

30 Then they may sleep secure and still,
 Through hours of darksome night,
 And with the pretty daisy wake
 In cheerful morning light.

1. Procter.

XXXVII.—NEARER HOME

One sweetly solemn thought
 Comes to me o'er and o'er ;
 I'm nearer my home to-day
 Than I ever have been before ;

5 Nearer my Father's house,
 Where the many mansions be ;
 Nearer the great white throne,
 Nearer the crystal sea ;

10 Nearer the bound of life,
 Where we lay our burdens down ;
 Nearer leaving the cross,
 Nearer gaining the crown.

15 But the waves of that silent sea
 Roll dark before my sight,
 That brightly the other side
 Break on a shore of light

Oh ! if my mortal feet
 Have almost gained the brink,
 If it be I am nearer home
 20 Even to-day than I think,

Literary Selections.

Father, perfect my trust,
 Let my spirit feel in death,
 That her feet are firmly set
 On the rock of a living faith.

—*Phæbe Cary* (1824-1871).

XXXVIII.—THE DESERT.

Long long ago in the far East—where all wonderful things happen—a certain youth longed very much to see the palace of the Bucharian Monarch, who was called the Great King. The way was very long and was beset with dangers of all kinds; and as, before setting out, our hero took counsel of a venerable hermit who lived—all alone, to be sure—in a cave at the foot of a steep mountain. The good old man received his boyish visitor with a charming mixture of authority and love. “My son,” said the sage, “some god has indeed guided your steps hither; I pray that the same beneficent deity may aid you at every step of your pilgrimage.”

“Nay, father,” returned the lad, “it is surely not so hard to arrive at the palace of the Great King; I know full well that there are perils and pitfalls on the way, but I am young and strong; and, believe me, I will take good care that no harm comes to me.”

“Thus it is ever with the young,” sighed the hermit, more in communion with himself than with his guest,

“alas! how self-reliant are they—and how blind!”

He then proceeded to inform Theophorus, for this was the adventurer’s name, that he would have to exercise but ordinary prudence on his journey until he came to a lofty range of frowning mountains, at the other side of which was the gorgeous palace of the Great King, situated in a valley so beautiful that no tongue could describe the charms thereof. “My dear child,” continued the saintly man, “be careful to heed no advice but mine; when you come to the foot of these mountains, be not daunted by the sight of the rough, steep, narrow path which leads straight over the crest of the highest hill. There is no other way by which you may safely reach the goal of your longings.”

Theophorus vowed and protested that nothing should induce him to disregard the counsel of the venerable man ; and so he departed full of good resolutions.

When, after many days, he beheld the dark, towering mountains that alone separated him from the valley of his hopes, he was footsore and weary, despite all his youthful strength and bright visions. He shuddered as he saw the narrow, stony way going up and up until it seemed lost in the clouds. If only there were an easier way, he thought, and sighed heavily. Just then he caught sight of a beautiful winding walk that seemed to go around the base of the mountain. It was very lovely, embowered with fragrant shade and cheered by the melody of birds ; bright fountains and little mountain torrents flashed through the foliage ; and the most tempting fruits hung on every bough. " Why," said Theophorus aloud, " it was just like the austerity of that old hermit : this is surely the Great King's own road to the palace. I suppose the recluse, in his mortification, thought I should be happy too soon, if I traveled by this delightful path." And without another thought, the ill-fated youth entered the deceitful way.

Alas ! poor Theophorus ! How transported he was with rapture in the early days of his new journeying. He denied himself nothing. There was no fruit which he did not enjoy to the fullest extent, nor any flower which he did not pluck. At last, he came to a sort of beautiful grove in which flowers of every hue and of all climes grew so thickly that he could not walk without crushing them at every step. Pushing on through the depths of the grove, he wondered what was to come next, little imagining ! For when he came to the edge of the thicket there lay before him a hideous desert, with strange suggestions of awful things in the clouds of whirling sand. And lo ! as he turned to flee back by the way whence he had come, the boundless desert was behind him as before, and he could but moan and cry—

" Oh ! to think the cool, green paths I trod,
But led me here at last, my God, my God !"—

—John Francis Waters, M.A.

Literary Selections.

XXXIX.—CHARACTERISTICS OF SPRING.

When brighter suns and milder skies
 Proclaim the opening year,
 What various sounds of joy arise !
 What prospects bright appear !

5 Earth and her thousand voices give
 Their thousand notes of praise ;
 And all, that by His mercy live,
 To God their offering raise.

10 Forth walks the laborer to his toil,
 And sees the fresh array
 Of verdure clothe the flowery soil
 Along their careless way.

15 The streams all beautiful and bright,
 Reflect the morning sky ;
 And there with music in his flight,
 The wild bird soars on high.

20 Thus like the morning, calm and clear,
 That saw the Savior rise,
 The spring of Heaven's eternal year
 Shall dawn on earth and skies.

No winter there, no shades of night,
 Profane those mansions blest,
 Where in the happy fields of light,
 The weary are at rest.

—W. B. O. Peabody (1799-1848).

XL.—REJOICE IN MAY.

When May is in his prime,
 Then may each heart rejoice :
 When May bedecks each branch with green,
 Each bird strains forth his voice.

5 The lively sap creeps up
 Into the blooming thorn :
 The flowers which cold in prison kept,
 Now laugh the frost to scorn.

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10 All nature's imps triumph
Whilst joyful May doth last ;
When May is gone, of all the year
The pleasant time is past.

15 May makes the cheerful hue,
May breeds and brings new blood,
May marcheth throughout every limb,
May makes the merry mood.

20 May pricketh tender hearts
Their warbling notes to tune,
Full strange it is, yet some we see,
Do make their May in June.

XLI.—SUMMER.

I'm coming along with a bounding pace,
To finish the work that Spring begun ;
I've left them all with a brighter face,
The flowers in the vale through which I've run.

5 I have hung festoons from laburnum-trees,
And clothed the lilac, the birch, and broom ;
I've wakened the sound of humming bees,
And decked all nature in brighter bloom.

10 I've roused the laugh of the playful child,
And tired it out in the sunny noon ;
All Nature at my approach hath smiled,
And I've made fond walkers seek the moon.

15 For this is my life, my glorious reign,
And I'll queen it well in my leafy bower ;
All shall be bright in my rich domain ;
I'm queen of the leaf, the bud, and the flower.

20 And I'll reign in triumph till autumn time
Shall conquer my green and verdant pride ;
Then I'll hie me to another clime,
Till I'm called again as a sunny bride.

Literary Selections.

XLII.—TO THE AUTUMN.

Sweet Sabbath of the year !
 While evening lights decay,
 Thy parting steps methinks I hear
 Steal from the world away.

5 Amid thy silent bowers,
 'Tis sad, but sweet to dwell ;
 Where falling leaves and drooping flowers
 Around me breathe farewell.

10 Along thy sunset skies,
 Their glories melt in shade,
 And like the things we fondly prize,
 Seem lovelier as they fade.

A deep and crimson streak
 Thy dying leaves disclose ;
 15 As, on consumption's waning cheek
 'Mid ruin blooms the rose.

The scene each vision brings
 Of beauty in decay ;
 Of fair and early faded things
 20 Too exquisite to stay.

Of joys that come no more ;
 Of flowers whose bloom is fled ;
 Of farewells wept upon the shore ;
 Of friends estranged or dead.

25 Of all that now may seem
 To memory's tearful eye,
 The vanished beauty of a dream,
 O'er which we gaze and sigh !

—James Montgomery (1771-1854).

XLIII.—AUTUMNAL SCENERY.

Do not talk of the decay of the year ; the season is good
 when the people are so. It is the best time of the year
 for a painter ; there is more variety of colors in the leaves ;
 the prospects begin to open through the thinner woods

- 5 over the valleys, and through the high canopy of trees to
the higher arch of heaven, the dews of the morning
impearl every thorn and scatter diamonds on the verdant
mantle of the earth ; the forests are fresh and wholesome.
What would you have ? The moon shines, too, though
10 not for lovers, these cold nights, but for astronomers.
—Pope (1688-1744).

XLIV.—WOODS IN WINTER.

- When winter winds are piercing chill,
And through the hawthorn blows the gale,
With solemn feet I tread the hill
That overthrows the lonely vale.
- 5 O'er the bare upland, and away
Through long reach of desert woods,
The embracing sunbeams chastely play,
And gladden these deep solitudes.
- 10 Where, twisted round the barren oak,
The summer vine in beauty clung,
And summer winds the stillness broke,
The crystal icicle is hung.
- When, from their frozen urns, mute springs
Poured out the rivers gradual tide,
15 Shrilly the skater's iron rings,
And voices fill the woodland side.
- Alas ! how changed from the fair scene
When birds sang out their mellow lay,
And winds were soft, and woods were green,
20 And the song ceased not with the day.
- But still wild music is abroad,
Pale, desert woods, within your crowd ;
And gathering winds, in hoarse accord.
Amid the local reeds pipe loud.
- 25 Chill airs and wintry winds ! my ear
Has grown familiar with your song ;
I hear it in the opening year,—
I listen and it cheers me long.
—Longfellow (1807-1882).

XLV.—PROSPERITY AND ADVERSITY.

The virtue of prosperity is temperance; the virtue of
 adversity is fortitude. Prosperity is the blessing of the
 Old Testament; adversity is the blessing of the New, which
 5 carrieth the greater benediction and the cleared revela-
 tion of God's favor. Yet even in the Old Testament, if
 you listen to David's harp, you shall hear as many hearse-
 like airs as carols; and the pencil of the Holy Ghost hath
 labored more in describing the afflictions of Job than the
 felicities of Solomon. Prosperity is not without many fears
 10 and distastes, and adversity is not without comforts
 and hopes. We see in needleworks and embroideries, it
 is more pleasing to have a lively work upon a sad and
 solemn ground, than to have a dark and melancholy work
 upon a lightsome ground; judge therefore of the pleasure
 15 of the heart by the pleasure of the eye. Certainly, virtue
 is like precious odors, most fragrant where they are in-
 censed or crushed: for prosperity doth best discover vice,
 but adversity doth best discover virtue.

—Lord Bacon (1561-1623).

XLVI.—HYMN TO ST. PATRICK.

O thou! Apostle of our race,
 Look down from thy bright dwelling-place
 On us thy suppliant sons, and hear
 The prayer we offer to thine ear.
 5 Enthroned upon th' eternal hills
 Where spring salvation's crystal rills.
 Dear Father! from thy chalice grant
 That saving draught for which we pant!
 Standing hard by the awful throne,
 10 Where rules the mystic Three in One,
 Beseech, O Father, for thy race
 The entail of God's precious grace!
 By the bright brotherhood of Saints,
 By weak humanity's complaints,
 By all our wants and all our bliss,
 Saint Patrick, hear our prayer in this!

—T. D. McGee.

XLVII.—THE TURKEY AND THE ANT.

- A Turkey tired of common food,
 Forsook the barn, and sought the wood ;
 Behind her ran an infant train,
 Collecting here and there a grain.
 5 "Draw near, my Birds" ! the mother cries,
 "This hill delicious fare supplies ;
 Behold the busy negro race,
 See millions blacken all the place !
 Fear not ; like me with freedom eat ;
 10 An Ant is most delightful meat ;
 How blessed, how envied, were our life,
 Could we but 'scape the poulterer's knife !
 But man, curs'd man, on Turkeys preys,
 And Christmas shortens all our days.
 15 Sometimes with oysters we combine,
 Sometimes assist the savory chine ;
 From the low peasant to the lord,
 The Turkey smokes on every board.
 Sure men for gluttony are curs'd,
 20 Of the seven deadly sins the worst."
 An Ant, who climbed beyond his reach,
 Thus answered from the neighb'ring beech :
 "Ere you remark another's sin,
 Bid thy own conscience look within ;
 25 Control thy more voracious bill,
 Nor for a breakfast nations kill."

Moral.

- In other men we faults can spy,
 And blame the mote that dims their eye ;
 Each little speck and blemish find,
 30 To our own stronger errors blind.

—Gay (1688-1782)

XLVIII.—OUR NATIVE LAND.

- What land more beautiful than ours ?
 What other land more blest ?
 The South with all its wealth of flowers ?
 The prairies of the West ?

Literary Selections.

5

O no ! there's not a fairer land
Beneath Heaven's azure dome—
Where Peace holds Plenty by the hand
And Freedom finds a home.

10

The slave who but her name hath heard,
Repeats it day and night,
And envies every little bird
That takes its northward flight !

15

As to the Polar Star they turn
Who brave a pathless sea ;
So the oppressed in secret yearn,
Dear native land for thee !

20

She binds us with the cords of love :
All others we disown ;
The rights we owe to God above,
We yield to Him alone.

May He our future course direct
By His unerring hand ;
Our laws and liberties protect,
And bless our native land !

—*Helen M. Johnson* (1894-1898).

XLIX—THE MAPLE-TREE.

5

Well have Canadians chosen thee
As the emblem of their land,
Thou noble, spreading maple-tree,
Lord of the forest grand ;
Through all the changes Time has made,
Thy woods so deep and hoar
Have given their homesteads pleasant shade,
And beauty to their shore.

10

Say, what can match in splendor rare
Thy foliage, brightly green,
Thy leaves that wave in summer's air,
Glossy as satin sheen,

15 When spring returns the first art thou,
On mountain or in vale,
With springing life and budding bough,
'To tell the joyous tale.

20 In autumn's hours of cheerless gloom,
How glowing is the dye
Of the crimson robe thou dost assume,
Though it only be to die ;
Like the red man who, long years ago,
Reposed beneath thy shade,
And wore a smile on lip and brow
On the pyre then foes had made,

25 And e'en in winter fair art thou,
With many a brilliant gem,
That might adorn a lady's brow,
Or deck a diadem
And better than thy beauty rare,
30 Or shade thou givest free,
The life-stream of thy branches fair
Thou gen'rous, brave old tree !

Warmly we pray no deed of harm
May fright thy peaceful shade,
35 May'st thou ne'er see in war's alarm
Contending foes arrayed,
But, smiling down on peasants brave
On honest tranquil toil,
Thy branches ever brightly wave
40 Above a happy soil.

—Mrs. Leprohon, n'ee Miss R. E. Mullins, (1832-1879).

L.—HEAVEN.

This world is all a fleeting show,
For man's illusion given :
The smiles of joy, the tears of woe,
Deceitful shine, deceitful flow ;
5 There's nothing true but Heaven !

Literary Selections.

And false the light on glory's plume,
 As fading hues of even ;
 And love, and hope, and beauty's bloom
 Are blossoms gathered from the tomb ;
 There's nothing bright but Heaven !

10

Poor wanderers of a stormy day,
 From wave to wave we're driven ;
 And fancy's flash, and reason's ray,
 Served but to light the troubled way ;
 There's nothing calm but Heaven !

15

—T. Moore.



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SUPPLEMENTARY EXERCISES

Under the Grammatical Text of a Few Lessons.

T. Moore.

These exercises are given to make up for the exercises that have been crowded out from the regular lessons, owing to the length of the grammatical text. Besides, most of these exercises are of such a nature that it is advantageous to have them separated from the text. (See Introduction to Teacher's Edition, p. xv., N. B.)

UNDER LESSON XXII.

Change the italicized nouns to the feminine.—The old man's *niece* came to see him.—The *mistress* is kind to the servants.—The *ewe* is browsing.—The *lady* is driving in the *barouche*.—The *countess* is going to church.—Did you see the *lass* running through the meadow?—The *duck* is swimming in the pond.—The *witch* pretends to tell fortunes.—The butcher is going to kill the *heifer*.—Shoot the *doe*.

UNDER LESSON XXIII.

Change the italicized nouns to the masculine.—The *bridegroom* was walking from the altar.—The *governor* is going to the train.—The *prior* admitted a postulant.—The *lion* is devouring the cub.—A *negro* opened the door for me.—The *widower* is in mourning.—The *marquis* is going to the castle.—The *abbot* was singing in the chapel.—The *heir* will visit the estate to-morrow.—Listen to the *songster* of the grove.—The vest was made by a *tailor*.—I must ask *papa*.

UNDER LESSON XXIX.

Change the nouns in the possessive case to the objective, by inserting of before each.—PUPIL'S EDITION: John's cousin came to see him.—The *cousin of John* came to see him.—The teacher of *Eliza* esteems her, because she is a good girl.—The manners of a man commonly shape his fortune.—Did you see the cap of the *monkey*?—He picked up the tail of the *fox*.—The thief stole the fans of the *ladies*.—The hats of the men were hanging in the hall.—Where is the neck-tie of *Patrick*?

Supplementary Exercises.

UNDER LESSON XXXVIII.

Draw one line under the adjectives of the comparative and two lines under those of the superlative degree.—Susan is the **SMALLEST** girl in the class.—It is **colder** to-day than it was yesterday. Summer is the **WARMEST** season of the year.—Lake Superior is the **LARGEST** lake in the world.—This house is **lower** than the one we left.—Philip is **wiser** than Daniel.

UNDER LESSON XXXIX.

Underline each comparative and superlative formed from a positive ending in *y*.—This is the *prettiest* bush in the garden.—Frances is *gayer* than Mary Ann.—This is the *gloomiest* day of the season.—He is the gentlest child of the family.—A *gloomier* scene I never saw.—I never spent a *happier* day.—This is the *loftiest* mountain in the whole country.—Napoleon I. said, the day of his first communion was the *happiest* of his life.—Francis is the noblest boy in the class.

UNDER LESSON XLII.

Replace each word or phrase italicized by a suitable pronoun.—PUPIL'S EDITION: Henry's mother loves *Henry*, because *Henry* is a good boy.—Henry's mother loves *him*, because *he* is a good boy.—John's teacher loves *him*, because *he* studies his lessons.—Mary is not a good girl, because *she* disobeys her mother.—*I* am looking for my book, but *I* cannot find it.—Jane has given the book to *her* mother.—The men have worked well and *they* deserve to be paid well.

UNDER LESSON XLIX.

Condense the complex sentences in the III. Exercise of Lesson XLIX. into simple ones.—The *truthful person* is always respected.—(The second sentence cannot be condensed.)—My friend has returned from Kingston.—*Passionate persons* are unpleasant companions.—The *used key* is always bright.—*Parallel lines* never meet.—*Slanderers* break the divine commandment.

UNDER LESSON LXI.

Change the verbs to the present tense.—Frederick *is* at school.—The wind *blows* violently.—He *begins* his exercise.—He *breaks* the pitcher.—He *beseeches* the Lord to forgive him.—The old man *bears* a heavy load.—The archer *bends* the bow.—He *arises* at six o'clock.—They *abide* in a cottage by the sea-side.—The weather *becomes* warm.

UNDER LESSON XLIV.

Change to the past tense.—I *had* a severe cold.—The mischievous boy *hid* my cap.—The honest man *kept* his word.—The master *gave* his servant a lesson.—Maria *went* to church.—The huntsman *hurt* his foot.—The child *knelt* at its prayers.—It *froze* hard.—The traitor *forsook* his friend.—The corn *grew*.—I *had*.—Thou *hadst*.—He *had*.

Supplementary Exercises.

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UNDER LESSON LXVII.

Underline the perfect participles.—The jockey has *ridden* a mile.—He had *sold* the farm before leaving the country.—The light has *shone* through the window.—The courier has *gone* on a message.—The horse was *shod* last week.—The gambler has *lost* the game.—The marksman has *shot* at the bull's-eye.—The boy has *read* well.—Amelia has *come*.

UNDER LESSON LXVIII.

Change to the past tense.—The minstrel *sang* a song.—The plumb met *sank* to the bottom.—The fatigued traveler *slept* soundly.—The old man *sat* in his easy chair.—He *slid* on the toboggan to the bottom of the hill.—The salesman *sold* the merchandise.—The girl *knew* her lessons.—I *rode*.—The farmer *sowed* the seed.—That child *spelled* well.

UNDER LESSON LXXI.

Change to the past tense.—I *thought*.—He *taught* every day.—The pilgrim *swung* his bag on his back.—The boys *swam* across the river.—The passionate man *swelled* with rage.—The maid *swept* the apartment.—The thief *stole* the apples.—The waiter *spread* the cloth on the table.—The passengers *sat* in the waiting-room.

UNDER LESSON LXXIII.

Where the dash occurs insert a suitable verb.

BEAVERS.

Beavers are about three feet long to the tail. They *have* a flat, scaly tail, and *are* wholly aquatic in their habits. Their food *is* chiefly bark and aquatic plants. Their teeth *are* very sharp and powerful, enabling them to *gnaw* down trees of the hardest wood. Beavers *prefer* running water, in order that the wood which they cut may be *carried* to the spot where it *is* required to be used. They *keep* the water a certain height by dams, which they *build* of trees and branches, mixed with stones and mud. They *build* winter houses of the same materials. Each house *consists* of two stories; the upper story *is* above water and dry, and *serves* as a shelter; the lower *is* beneath the water, and *contains* their stores of bark and roots. The only opening to the hut *is* beneath the surface of the water. The color of the beaver *is* reddish-brown, and the fur *is* soft and fine. It *lives* in the unsettled parts of North America. Beaver skins *formed* a great part of the trade of the early Canadian merchants. The beaver *forms* part of our Canadian coat-of-arms, and *suggests* to all true Canadians habits of industry, of which the beaver *is* an emblem.

UNDER LESSON LXXIV.

Underline the perfect participles.—A hundred men have been *thrown* out of employment.—The soldier has *trod* on the child's foot.—The surgeon *wound* a handkerchief around the wound.—The washer-woman has *wrung* the clothes.—James has *wound* up the clock.—The boy has *wept* all night since his mother's death.—Henry has *won* the game.

Supplementary Exercises.

UNDER LESSON LXXIX.

Copy and punctuate the following:—

The boys have gone to the picnic.

James, come here.

Where are you going, William?

The clock is striking midnight; how suggestive and solemn is the sound!

How slow your tiny vessel ploughs the main!

On the other hand, there is great danger in delay.

If I cannot induce you to grant my request, why, I should almost regret having made it.

The good which you do may not be lost, though it may be forgotten.

The orator ascended the stage and spoke as follows: "Ladies and Gentlemen, etc."

Hark! the bee winds her small but mellow horn.

Can you recall time that is gone? Why, then, do you not improve the passing moments?

Dr. Lynch is a learned man.

J. A. Marsh was secretary of the meeting.

He will be there on Monday, Tuesday, or Wednesday.

Industry and virtue, idleness and vice, go hand in hand.

Paul, the apostle of the Gentiles, wrote many epistles.

Beauty is an all-pervading presence. It unfolds the flowers of spring; it waves in the branches of the trees; it haunts the depths of the earth and sea.

Gentle reader, have you ever sailed on the sparkling waters of the St. Lawrence?

24 Blank St., London, Ont.,

May 24, 1884.

Mr. Joseph Kelly,
Toronto.

My dear Joseph,

This note is to let you know of my safe arrival here this morning, after a long and tedious journey. The train was unusually heavy, and the delay at several of the stations was long and tiresome. We were two hours behind time on reaching the Forest City. I am so fatigued, I think I will scarcely enjoy the holiday as much as I proposed.

I shall remain a few days to see what is to be seen in and around London. The S—s have a number of plans formed for my amusement, so, when I get over my fatigue, I expect to enjoy my visit very much.

Give my regards to all my friends, and believe me, my dear Joseph,

Your loving Brother,

THOMAS KELLY.

OUTLINES OF COMPOSITIONS.

I.

OBEDIENCE DUE TO PARENTS.

DUTIES TOWARDS PARENTS.

- | | | | |
|---|---|---|-----------------------------------|
| { | 1. Commanded by* the fourth commandment of God.... | { | 1. Daily support and clothing.... |
| | 2. Obligations arising from what parents do for their children: | | 2. In sickness.... |
| | 3. The duties of good children towards their parents: | | 3. Education.... |
| | 4. The pleasure children should give their parents.... | | 1. Obedience.... |
| | 5. What God promises even in this life to dutiful children.... | | 2. Love.... |
| | | | 3. Honor.... |
| | | | 4. Assistance.... |

II.

OUR SCHOOL.

OUR SCHOOL.

- | | | | |
|---|---|---|---------------------|
| { | 1. What a school is. | { | Street. |
| | 2. Where situated: | | Ward. |
| | 3. Materials of which it is built.. Number of stories.. | | Parish. |
| | Number of classes.... | | City, etc. |
| | 4. Furniture: | | Desks.... Seats.... |
| | | | Maps. |
| | | | Globes. |
| | | | Blackboards. |
| | | | Pictures.... |
| | 5. The Teachers.... The pupils.... | | |

Outlines of Compositions.

III.

LETTER TO PARENTS.

FORM.

FORM.
87 Blank St., Toronto,

March 20, 1884.

My dear Parents,



I am, my dear Parents,

Yours loving and affectionate —

M — R —

Mr. James O'Connor,

24 Blank St., Quebec.¹

* Paragraphs.

1. This formality is frequently omitted in letters to near relatives or intimate acquaintances. In business and official letters it should be always given, but at the beginning of the letter immediately after the heading. Some authors favor giving it at the beginning for all classes of letters. This is simply a matter of personal taste.

THE ENVELOPE.



OUTLINE.

LETTER.

1. Pleasure it gives to write to Parents....
2. Studies.... Progress.... They can judge by this letter....
3. How much you like your school.... Hope you will remain long....
4. Thanks to Parents for the sacrifices they make in your favor.
5. Promise to do your best to please them.... Complimentary closing. Signature.

NOTE TO THE TEACHER.—The Teacher should often give the pupils exercises in letter-writing. The different classes of letters should be explained, using the blackboard. Neatness, proper folding, in a word, all the requirements of neat, correct letter-writing should be strictly insisted upon. Letter-paper and envelopes should be often used in the class-room, to accustom the pupils to a practical application of what they are taught. Let the Teacher call the pupils' attention to the indications in the form for *paragraphing*, there being as many paragraphs marked as there are headings enumerated in the outline.

Outlines of Compositions.

IV.

THE BLACKBOARD.

- | | | |
|--------------------|---|--|
| THE
BLACKBOARD. | { | 1. Its shape....
2. By whom made....
3. Why its color is black....
4. Its use.... |
|--------------------|---|--|

DUTIES TO ONE'S SELF.

- | | | |
|--------------------|---|--|
| DUTIES TO
SELF. | { | 1. What do you desire for yourself?
2. How can you become strong.. learned.. good?
3. The resolution you should, consequently, take..... |
|--------------------|---|--|

VI.

A HOUSE.

- | | | |
|----------|---|---|
| A HOUSE. | { | 1. What a house is....
2. The principal workmen who are employed in building a house....
3. The names of the principal apartments of a house..
4. The principal furniture....
5. On what conditions are those that live in a house happy? |
|----------|---|---|

VII.

BREAD.

- | | | |
|--------|---|--|
| BREAD. | { | 1. What bread is made of....
2. What is mixed with the ———....
3. Who makes bread?....
4. Tell how it is made....
5. What is done with the dough when it is leavened?..
6. The appearance of bread....
7. Its use..... |
|--------|---|--|

VIII.

DAILY BREAD.

- | | | |
|---------------------|---|--|
| OUR DAILY
BREAD. | { | 1. Who gives us our daily bread?
2. Show that our daily bread comes from God.... He makes the wheat grow....
3. How does God make use of our Parents to give us our daily bread? |
|---------------------|---|--|

Outlines of Compositions.

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IX.

DESCRIPTION OF A CITY.

DESCRIPTION OF A CITY.

1. Where it is situated. { County....
Province or State....
Country....
2. When and by whom it was founded....
3. Its principal streets....
4. Principal churches and other public buildings....
5. The railways that come into it....
6. The character of its inhabitants....

X.

A LETTER TO A FRIEND.

LETTER.

- Date.... Address....
1. Wish your friend happiness, virtue.... that his chosen friends may be true....
2. Tell him he may sometimes meet reverses of fortune; but you hope they will not discourage him..
3. Tell him you hope joy and truth may be ever with him, and that religion may ever cheer him on....
4. Tell him you hope that he may die in peace, and that angels may welcome him into Heaven....
- Complimentary closing....

XI.

A PICNIC.

A PICNIC.

1. In aid of what institution the picnic was held.. Or was it a mere pleasure party?....
2. Where it was held.... Description of the place....
3. The games....
4. The prizes....
5. Lunch....
6. The return home,....

XII.

THE SCHOOL DAY.

THE SCHOOL DAY.

1. At what hour school commences....
2. Opening prayer....
3. The daily exercises.... Which one is liked best....
4. Recess.... The playground....
5. Closing prayer.... Dismissal....

Outlines of Compositions.

XIII.

HOME PLEASURES.

HOME PLEASURES.

1. Intercourse with our dearest friends: Father.... Mother.... Sisters.... Brothers....
2. The fireside evening.... stories.... games.... reading....
3. Study of home lessons....
4. Family prayer....
5. The great joy when an absent member of the family returns home....

XIV.

IRON.

IRON.

1. What is iron?
2. What tradesmen work in iron?
3. What is done with wrought iron?
4. Is iron more precious than gold or silver? Is it more useful?
5. Why is iron so common?

XV.

CANADA.

CANADA.

1. Where situated.... Extent....
2. When discovered and by whom....
3. Under the dominion of France till 1763, when it was ceded to the English by the Treaty of Paris....
4. How many provinces in Canada now....
5. By whom it is governed....
6. Religion in Canada.... Education....
7. Prosperity....

XVI.

DEATH OF CHAMPLAIN.

DEATH OF CHAMPLAIN.

1. A reference to his life....
2. Every life, however adventurous, must end....
3. When his death occurred.... Burial....
4. Mourning....
5. His character....

XVII.

THE DISOBEDIENT CHILD.

THE DISOBEDIENT CHILD.

1. Who is the disobedient child?....
2. Why is the disobedient child unhappy?....
3. What is his conduct towards his Parents, his Teachers?....
4. What will the future of the disobedient child be?..

Outlines of Compositions.

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XVIII.

THE HORSE.

- THE HORSE. {
1. What is a horse?.... Noble looking, docile....
Compare him with the ass, the mule, the ox....
 2. On what does he feed?....
 3. At what is he employed?....
 4. Is his flesh used for food?....

XIX.

THE SENSES.

- THE SENSES. {
1. How can we know the objects that surround us?
 2. How many senses have we, and what are their organs?
 3. Have the lower animals the same senses?
 4. In what is man superior in this respect to animals?

XX.

THE SENSES (Continued).

- THE SENSES
(Continued). {
1. Who gave us these five senses?
 2. Why were they given us?
 3. What would be our privations if we were deprived of sight, of hearing, etc.?
 4. We should thank God for having given us these senses, and never use them to offend Him.

XXI.

THE THREE CONDITIONS OF BODIES.

- THE THREE
CONDITIONS
OF BODIES. {
1. Name a hard body (substance).—A liquid body.—A body that is not seen but is felt....
 2. The names given to these different bodies....
 3. Some bodies are sometimes in one of those states and sometimes in another.

XXII.

POTATOES.

- POTATOES, {
1. What are potatoes? Describe their flowers, their seeds, their roots....
 2. The nourishment they contain....
 3. What is extracted from potatoes?....
 4. Where were potatoes first raised?....

Outlines of Compositions.

XXIII

USEFUL ANIMALS.

USEFUL ANIMALS.

1. The names of useful animals....
2. Relate what services the ox, the cow, the horse, the hog, the sheep, the bee, etc., render to man.

XXIV.

THE CHAIR AND OTHER SEATS.

SEATS.

1. What is a chair?....
2. The maker of chairs.... The substance of which it is made....
3. The articles of furniture that answer the same purpose....

XXV.

A DESK.

A DESK

1. What is a desk?
2. By whom made?.... Does he make other furniture?....
3. The substance of which it is made....
4. Necessity of desks in schools....

XXVI.

BEEES.

BEEES.

1. Where do bees live?....
2. Their occupation....
3. What they draw from flowers....
3. Their means of defence against their enemies....
5. The lessons they teach us....

XXVII.

HURTFUL ANIMALS.

HURTFUL ANIMALS.

1. What are hurtful animals?....
2. Where they live....
3. Relate in what way the following animals are hurtful: the wolf, the fox, the skunk, the serpent, the tiger, the lion, the leopard, the crocodile, the rat, the mouse, the grub, the may-bug, the grasshopper, the caterpillar, the house-fly.

Outlines of Compositions.

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XXVIII.

THE DOG.

DOGS.

1. What is a dog? Are there many?....
2. Different size, different hair, different barking....
3. Where he lives....
4. The services he renders....

XXIX.

THE CHURCH.

THE CHURCH.

1. What is the Church?....
2. What is seen outside the Church and inside....
3. The principal objects seen in a Church....
4. The Parish Priest....
5. Why people go to Church....
6. How people should act in Church....

XXX.

MORNING AND NIGHT PRAYER.

MORNING
AND NIGHT
PRAYER.

1. What you should do on rising from sleep....
2. Reasons why morning prayer should be said....
3. What we should thank God for at night prayer....

SUBJECTS FOR LETTERS.

1. Write a letter to a friend, giving an account of how you spent your last vacation.
2. Write a letter to your cousin, describing the ceremonies in the Church on Christmas.
3. Write a letter to your parents, giving them an account of an excursion you had under the direction of your teachers, with your companions to the country.
4. Write a letter to your parents, announcing that you send them a copy by the same mail, to let them see the progress you are making in penmanship.
5. Write a letter to a friend, giving an account of one of the quarterly examinations, and tell how successful you have been.
6. Write a New-Year's letter to your parents.
7. Write a letter to your Mother for her birthday.

Subjects for Compositions.

8. Write a letter announcing the death of a dear friend.
9. Write a letter of condolence to a bereaved relative, on the death of a member of the family.
10. Write a letter to a father announcing the illness of his son, who is at school with you.
11. Write a note to a friend, requesting the loan of a book.
12. Write a note of thanks on returning the volume.
13. Write a letter to one of your sisters on the near approach of vacation, telling how much you long to see her, and referring to the happy days you will spend together during vacation.
14. Write a letter to your mother, asking her for some favor.

Miscellaneous Subjects.

- | | | |
|--------------|------------------|---------------------------|
| 1. Honey. | 21. Paper. | 41. A River. |
| 2. Tea. | 22. Coal. | 42. Skating. |
| 3. Vinegar. | 23. Wood. | 43. Rice Pudding. |
| 4. Raisins. | 24. Rats. | 44. Mince Pie. |
| 5. Pears. | 25. Dolls. | 45. Birds' Nests. |
| 6. Apples. | 26. Tops. | 46. A Flower-Garden. |
| 7. Peaches. | 27. Lacrosse. | 47. An Evening Party. |
| 8. Milk. | 28. Marbles. | 48. Spring. |
| 9. Butter. | 29. Kites. | 49. Summer. |
| 10. Cheese. | 30. A Story. | 50. Autumn. |
| 11. Wheat. | 31. Snow. | 51. Winter. |
| 12. Oats. | 32. Ice. | 52. The Month of May. |
| 13. Horses. | 33. Rain. | 53. Vacation. |
| 14. Cows. | 34. Eggs. | 54. Castles in the Air. |
| 15. Asses. | 35. Watermelons. | 55. The Man in the Moon. |
| 16. Cats. | 36. Soap. | 56. Puss in the Corner. |
| 17. Ink. | 37. Shoes. | 57. My Opposite Neighbor. |
| 18. Pencils. | 38. Hats. | 58. A Dialogue. |
| 19. Pens. | 39. Monkeys. | 59. A Boy's Speech. |
| 20. Chalk. | 40. Roses. | 60. When I will be a Man. |

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REVIEW DICTATIONS.

Each of these dictations is made up of words or sentences contained in the lessons indicated at the head of each. The Teacher may give similar dictations, by selecting other words or sentences.

LESSONS I.—V.

The horse is an animal.—The St. Lawrence is a river.—Obedience is a virtue.—Cabbage is a vegetable.—The pupils have a geography, a grammar, a dictionary, a catechism, an arithmetic.—The druggist sells medicine.—The bookseller sells books.—The anvil is used by a blacksmith.—The careful pupil keeps his penholders and pencils together.—Are you able to run a mile?—If you ail, it must be because you drank too much strong ale.

LESSONS VI.—X.

The bee was buzzing.—The poplar flourishes in damp places.—The Province of Quebec is noted for its spirit of Catholicity.—The Laurentides are a chain of mountains in Canada.—Foxes chase hares and squirrels.—The hen and the turkey are farm-yard birds.—Mercury is commonly called quicksilver.—The feast of the Epiphany is celebrated in honor of the adoration by the Magi.—If you have aught against me you ought to tell me.—Samuel began to bawl when the teacher took his ball.

LESSONS XI.—XV.

Respect your grandfather and grandmother.—James and Henry are going to school.—Balls and erasers are made of India-rubber.—Pianos, flutes, clarionets, guitars, violins, concertinas, are musical instruments.—Did you visit the churches, the valleys, marshes?—Clean the chimneys.—Forgive your enemies.—Look at the monkeys.—There are many large bays in Canada.—Bury that berry and a tree will grow from it.—Beer is a fermented liquor.

LESSONS XVI.—XX.

Do you like chestnuts?—The cacao produces chocolate.—The cocoa produces cocoa-nuts.—Send the handkerchiefs to the laundry.—Divide

the loaves.—Job manifested patience.—St. Bridget is the patroness of Ireland.—Feed the geese.—A bridle and reins are used to drive a horse.—Give me the matches.—She respected her step-father.—The Torontors will beat the Kingstonians at the game of shinty.—Catharine sewed on the braid.

LESSONS XX.—XXV.

Send to the dressmaker's.—Be submissive to the civil authorities.—The heifer is grazing in the meadow.—He has gone to see his aunt.—She was heiress to her father's estate.—The heroine is worthy of honor.—The Earl of Dufferin was one of the most popular governors of Canada.—The czarina has gone to Moscow.—Did you canvass the city at the last elections?—Sealing-wax was formerly used for sealing letters.

LESSONS XXVI.—XXX.

Eternal happiness is the reward of a holy life.—The jockey has an excellent Kentucky horse, a Mexican mule, and a lazy ass.—Where are the lady's gloves.—Frederick's dog caught a rabbit in the woods.—The sweep has reached the chimney's top.—A suit of new clothes gives pleasure to a boy.—Flies' wings are very thin and light.—Two deers' heads were brought in.—The council is assembled.—The dyer was alarmed at the dire confusion.—They were messmates for life.

LESSONS XXXI.—XXXV.

The old peddler sat upon a stone by the wayside.—A mist arose from the valley, and formed a cloud, which hung over the top of the mountain.—Give the youth an umbrella.—The traveler felt the genial warmth of the sun.—Every man must have some good qualities.—Vicious habits are a great stain on human nature.—An American eagle appeared near the city last night.—Piety appeared to have taken pleasure to form for herself a worthy temple in young Louis.—Go forth and teach all nations.

LESSONS XXXVI.—XL.

The miser never thinks he has enough, but is always striving for more.—This is the twenty-first of October.—History is a very interesting study.—The Irish-Canadian race preserves a deep love for the Emerald Isle.—A birch log was found on the bank.—This is the saddest news I ever heard.—Winter is colder than autumn.—Denis is of a happier disposition than Edward.—Elizabeth was at the party.—What is a Turkey-carpet?—I'll walk down the aisle of the church.—The vest was made to order.—Lye is made from the ashes of wood.—The guide led me to the lead mines.

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LESSONS XLVI.—L.

We should have compassion on the poor who beg our assistance.—Do you believe that wealth is essential to happiness?—The daisy's flower again shall paint your summer bower.—Do you recollect?—There is more pleasure to give than to receive.—Health is not eaten up with care, nor pleasure interrupted by envy (Lesson XLVIII., Sec. III., Moderation).—The lightning glanced from the clouds and struck the oak.—His wisdom cost him bitter experience.—The rivulet flows with a noiseless current.—Long icicles glistened in the sunlight.—How loudly the thunder peals!—May bright angels' smiles salute thee!—Always be an advocate of peace.

LESSONS LI.—LV.

My dear children, it is with kindness I speak to you.—He will make himself capable of rendering services to society.—We learned to have none of that repugnance which, in later years, renders man weak at the sight of sickness, useless to those who suffer, and timid at the sight of death.—Were you at the picnic last Thursday?—Rose knitted a pair of socks for her father last fall.—Wicked men do not possess peace of conscience.—Felix had recited his lessons by the time Patrick arrived.—Bridget and Emma went to the party.—The dove ne'er stoops to earth her wing.—He attempted to wrest the revolver from the watchman.—Whither dost thou roam?—The jockey rode along the road while the boatman rowed on the lake.

LESSONS LVI.—LX.

The lamb bleats.—The magpie, the starling, and the parrot may be taught to speak.—A trumpet, a clarion, and a flageolet might have been heard.—The incendiary, the robber, and the assassin must have trembled.—Remorse overtakes the wicked.—Science ornaments the mind.—The lesson was recited by Julia.—He will have overtaken the party by ten o'clock.—He that hateth his enemy disobeyeth the law of God.—He is reported to have played too long during recess.—Autumn, in turn, reigns as queen, with her mellow hues, her many-tinted fruits, her purple twilights, her changing woods.—Have you seen this grand scene?

LESSONS LXI.—LXV.

The king abode in a cottage till the war was over.—The drunkard, after emptying the decanter, broke it.—The fisherman cast his net.—My cousin came to the fair.—Thou buyest cloth from the draper.—Catch the thief.—Pharaoh dreamt a dream which Joseph interpreted.—Wolves are voracious, cruel, wicked, gluttonous.—The saint knelt before the altar a whole hour.—Have you forgotten your promise?—The

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thief hid himself from the detective.—The inspector has given the pupils a holiday.—The carpenter ground the ax on the grindstone.—The lily's height bespoke command.—The shoemaker sold the shoes which he had just soled with American leather.—The sun is setting.—Come unto me, my dear son.

LESSONS LXVI.—LXX.

The locksmith adjusts, forges, bores, cuts, files.—The robber deceives, surprises, hides, ransacks, plunders.—The policeman watches, arrests, handcuffs, imprisons.—The farmers have mown the meadows.—They have been sent by the courier.—The old man's niece saw him last week.—My nephew has seen his aunts to-day.—The grocer will be selling sugar, tea, cinnamon, cream of tartar, cloves, sago, soda, oatmeal, ginger, to-morrow.—The pupils spelt every word given them yesterday morning.—The cat has a noiseless tread.—I wish I were the little flower so near the Host's sweet face.—The old man told us an interesting tale.

LESSONS LXXI.—LXXV.

A fine oak is one of the most picturesque of trees.—The courier had taken his departure when the omnibus arrived.—The moose is the largest of the deer kind.—It travels with an awkward gait.—The caribou is found in Canada.—Will not the weaver soon finish?—The beaver is an emblem of industry.—Surrounded with difficulties and disappointments, La Salle¹ never lost courage.—Bayonets are so called from having been invented at Bayonne.—The rapids are near and the daylight's past.—Blow, breezes, blow, the stream runs fast.—I am so weak, I cannot go this week.—The yolk of an egg is surrounded with albumen.—Weigh the butter.

LESSONS LXXVI.—LXXX.

The mocking-bird has flown away.—He will certainly secure the reward.—Under his guidance they were released from bondage.—John differs from him in appearance.—Fshaw! you're not going home to-night.—Farewell! I'm off to Manitoba.—Sarah or Jane is to hem the curtain.—Superfine flour often makes bad pastry, because cooks often do not know how to bake it.—Moses having fulfilled his mission, died before the Hebrews entered the Promised Land.—Samuel de Champlain died at Quebec on Christmas-Day, 1685.—This kind of ware does not wear well.—Nellie tied a ribbon round her waist.—Never waste your time.

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MISCELLANEOUS DICTATIONS.

See Instructions to Teachers, Introduction, Section II., paragraph 10, pp. xxi., xxii.

I.

THE END OF DEVOTION TO THE SACRED HEART OF JESUS.

The end aimed at by the Church in establishing the devotion to the Sacred Heart is, to promote God's glory, to destroy the reign of sin, and to inflame the hearts of man with divine charity. This devotion is also intended to make reparation to our Lord for the cold neglect and ingratitude with which He is treated in the Blessed Sacrament. But its principal aim is, to cause His love to be loved. The mission of Jesus Christ upon earth, was to enkindle therein the fire of divine love. I have come said He, to cast fire on the earth, and what will I but that it be kindled? (St. Luke xii. 5, 49.)

—*Right Rev. John Walsh, D.D., Bishop of London, Canada (1880—).*

II.

LITTLE THINGS.

"Edwin, you seem very much taken up with the bricklayers; pray, what might you be thinking about? Have you any notion of learning the trade?" "No," said Edwin, smiling; "but I am just thinking what a little thing a brick is, and yet that great house is built by laying one brick upon another."

Despise not little things; step by step will carry you over the high mountain.

III.

RIVERS OF CANADA.

The Trent flows into the Bay of Quinte.—The Ottawa takes its rise from Lake Temiscaming.—The St. Maurice, at its mouth, is divided into three streams so that it looks like three rivers, hence the name of the town of Three Rivers at its confluence with the St. Lawrence.—The Saguenay flows into the St. Lawrence.—The St. Charles River was called St. Croix by Jacques Cartier.—The Saskatchewan empties into Lake Winnipeg.—The Mackenzie flows north into the Arctic Ocean.

Miscellaneous Dictations.

IV.

A STORY OF A DOG.

A boatman once plunged into the water to swim with another man for a wager. His Newfoundland dog, mistaking the purpose, and supposing that his master was in danger, plunged in after him, and to the great diversion of the spectators, dragged him by the hair to the shore.

V.

THE DUKE AND THE GALLEY-SLAVES.

The King of Spain once gave permission to a Duke to release such of the galley-slaves as he might think proper. The Duke, as he walked among the slaves who were plying at the oars, asked them in succession of what crime they had been guilty. Each in turn protested innocence, and told the Duke that he had been unjustly condemned. One attributed his condemnation to the false accusation of an enemy. Another, to the prejudice of his judge.

VI.

THE DUKE AND THE GALLEY-SLAVES (*Continued*).

At last, however, he came to one who admitted that, to save his family from starving, he had robbed a man of provisions on the highway. The Duke having heard this, gave him a stroke on the back with his hand, and said: "Begone, you rogue, from the company of honest men." So he who confessed his fault was released, while the others, for their want of sincerity, were compelled to remain at their oars.

Thus we see that we are not likely to lose anything by a candid admission of our faults.

VII.

PLURAL OF NOUNS.

Torches were placed in the porches of the churches, to light the heroes as they entered.—Even in cities, mosquitoes and flies are sometimes troublesome.—The solos were well sung by the ladies, and the echoes were distinctly heard in the boxes.—The gases from these volcanoes are hurtful.—Volumes of different sizes are distinguished as folios, quartos, octavos, and duodecimos.—There were no dishes to serve the potatoes in.—Many spell *moneys, monkeys, chimneys, valleys, armies, and attorneys*, wrong.

VIII.

BEING BEHIND TIME.

Five minutes in a crisis are worth years. It is but a little period, yet it has often saved a fortune or redeemed a people. If there is one

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virtue that should be cultivated more than another by him who would succeed in life, it is punctuality; if there is one error that should be avoided, it is being behind time.

—Freeman Hunt (1804—).

IX.

INDUSTRY.

"If time be of all things the most precious, wasting time must be," as Poor Richard says, "the greatest prodigality;" since, as he elsewhere tells us, "Lost time is never found again, and what we call time enough always proves little enough. Let us then be up and doing and be doing to the purpose, so by diligence shall we do more with his perplexity. Sloth makes all things difficult, but industry makes all things easy; and he that riseth late must trot all day, and shall scarce overtake his business at night; while laziness travels so slowly that poverty soon overtakes him. Drive thy business, let not it drive thee; and early to bed and early to rise, makes a man healthy, wealthy, and wise."

X.

INDUSTRY (Continued).

"Industry need not wish; and he that lives upon hope will be fasting. There are no gains without pains; then help, hands, for I have no lands; or if I have they are heavily taxed. He that hath a trade hath an estate; and he that hath a calling hath an office of profit and honor; but, then, the trade must be worked at, and the calling well followed or neither the estate nor the office will enable us to pay our taxes. If we be industrious, we shall never starve, for, at the working-man's house hunger looks in, but dares not enter; for industry pays debts, while despair increaseth them. God gives all things to industry."

—Franklin (1706-1790).

XI.

THE PET LION.

A gentleman named Trappe, living in Africa, caught a young lion, and brought it up as a pet. He called it Leo, let it run about the house, and fed it himself; so that Leo loved his master, and would play with him like a kitten. In the course of time, Leo grew to be a big lion.

One day Mr. Trappe fell asleep on the sofa, leaving one of his arms hanging down. Leo, being in the room, came up, and to show his affection began to lick his master's hand. But lions have very rough tongues, and soon Leo had rubbed the skin off, and blood began to ooze out. This was eagerly licked up by the animal.

XII.

THE PET LION (Continued).

The pain awoke Mr. Trappe. He attempted to draw his hand up to see what was the matter with it, but the lion growled and would not let it go. He tried again, but Leo growled harder than before.

Mr. Trappe saw that the taste of blood had changed his pet into a wild beast. So, to save his own life, he slipped his other hand under his pillow, drew out his pistol, and shot poor Leo through the brain. After this, Mr. Trappe never made a pet out of a lion.

XIII.

PLURAL OF NOUNS.

Some thieves have carried off the sheaves of wheat and two well-grown calves.—One mouse will do less mischief than five mice.—Boys, cut those loaves on the shelves into halves, with the knives I sharpened for you.—Oxen have teeth.—Geese have bills.—The bin is four feet square and one foot high.—Mothers-in-law are different from step-mothers.—Women often suffer from headaches and toothaches.—The two Miss O'Connors sent five basketfuls of oranges, to be distributed among the men-servants and the maid-servants.

XIV.

USES OF THE ATMOSPHERE.

Were there no atmosphere, the evening sun would in a moment set, and without warning plunge the earth into darkness. But the air keeps in her hand a sheaf of his rays, and lets them slip slowly through her fingers; so that the shadows of evening gather by degrees, and the flowers have time to bow their heads, and each creature space to find a place of rest, and nestle to repose. In the morning the garish sun would at once burst from the bosom of night, and blaze above the horizon; but the air watches for his coming, and sends at first one little ray to announce his approach, and then another, and by and by a handful; and so gently draws aside the curtain of night, and slowly lets the light fall on the face of the sleeping earth, till her eyelids open, and, like man, she "goeth forth again to her labor till the evening."

XV.

CLOCKS.

Clocks proper—that is, clocks moved by wheels and weights—seem to have been invented about the eleventh or twelfth century, and to have been first used in monasteries. It was not till the fifteenth century that the custom of erecting clocks openly in public places in the streets of towns became common. Watches, in which the moving power is a spring instead of weights, are a much later invention than

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clocks; there are traces of them in the fifteenth century; but they did not come into use till about the period of the so-called Reformation, when sovereigns and rich men obtained them as curiosities. From that time they became common; and the horologe makers, who made both clocks and watches, became an important corporation in all the great cities of Europe.

XVI.

PRESERVING HEALTH.

If by gaining knowledge we destroy our health, we labor for a thing that will be useless in our hands; and if, by harassing our bodies, though with a design to render ourselves more useful, we deprive ourselves of the abilities and opportunities of doing that good we ought to have done with a meaner talent, which God thought sufficient for us, by having denied us the strength to improve it to that pitch to which men of stronger constitutions can attain, we rob God of so much service, and our neighbor of all that help which, in a state of health, with moderate knowledge, we might have been able to perform. He that sinks his vessel by overloading it, though it be with gold, and silver, and precious stones, will give his owner but an ill account of his voyage.

—Locke (1632-1704).

XVII.

PLURAL OF NOUNS.

Time, the great leveler, has destroyed most of the works of by-gone ages.—The artists have produced very striking portraits as well as striking likenesses.—Have the boys passed this way to-day?—These books have long lain upon our shelves.—The players were invited to the feast, and they added much to the enjoyment of the guests.—The workmen were swayed by the advice of their employers.—The monkeys stole some of the nuts we left lying on the floor.

XVIII.

FORMATION OF DEW.

The formation of dew is analogous to, though not identical with, the formation of rain. During day-time the earth and the atmosphere are both heated by the rays of the sun, and the air becomes loaded with vapor which rises from the ground. But after sunset the earth cools very rapidly, and condenses the air with which it is immediately in contact. The air thus cooled can no longer retain its abundance of moisture, and part of it is deposited in the form of dew. Hence, in hot countries, the amount of dew deposited is very heavy, and this dew is of service in long droughts, and, in some cases, makes up for the total absence of rain.

XIX.

THE LAPLANDERS AND THE REINDEER.

Their herds of reindeer constitute the whole of their wealth; indeed their very existence depends on them. The milk and the flesh provide them with food, and, in the way of barter, with all the extra comforts they need, to which the skins and horns contribute; the former also supplying them with summer and winter clothing, and furnishing the soft and warm couches on which they lie in their huts. Add to these various uses the service which the reindeer render to their masters in their frequent migrations, loaded with the burdens of their movable property, or drawing them on sleighs on the snow, and it will be perceived that their value has not been overrated.

XX.

THE POSSESSIVE CASE.

Where is John's slave?—Did you see that young lady's parasol?—They tied ribbons to the oxen's horns.—He was looking at the monkeys' red caps.—He took the fisherman's rod.—These fishermen's nets are drying in the sun.—This fox's teeth are broken.—These foxes' tails are cut.—I am going to St. Michael's Cathedral.—The son-in-law is going to his father-in-law's.—Is the book hers?—No: it is theirs.—These slaves are yours.—Are they not yours?—This bill is his.—The bird is taking its dinner.—To set one's self against evil doers is praise-worthy.

XXI.

RULES FOR RAILWAY TRAVELING.

Notwithstanding the high rate of speed, the risk to life and limb in railway traveling is extremely small; but the constant observance of these plain rules will make it much smaller.

1. Never attempt to get into or out of a railway car while it is moving, no matter how slowly.
2. Never sit in any unusual place or posture, and do not lean out of the car windows.
3. Never get out at the wrong side of a railway car.
4. Do not cross the railway except when it is indispensably necessary, and then only with the utmost precaution.
5. Do not attempt to hand an article into a train in motion.

XXII.

GLASS.

Glass is supposed to have been invented among the Phœnicians. The discovery of pieces of glass in the ruins of Thebes shows that it was known to the Egyptians. It seems to have been applied by them

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almost exclusively to articles of ornament and luxury. Its application to the glazing of windows is of comparatively recent introduction into dwelling houses, though it was general in churches and other public buildings as early as the third or fourth century. The manufacture of glass is now carried to great perfection in England. Its principal seats are Newcastle and South Shields, and the value of the glass annually produced in the United Kingdom is estimated at over \$10,000,000. Glass is also extensively manufactured in the United States.

XXIII.

DISCOVERY OF AMERICA.

As soon as the sun arose, all their boats were manned and armed. They rowed towards the island with their colors displayed, with warlike music and other martial pomp. As they approached the coast, they saw it covered with a multitude of people, whom the novelty of the spectacle had drawn together, whose attitudes and gestures expressed wonder and astonishment at the strange objects which presented themselves to their view.

XXIV.

DISCOVERY OF AMERICA (Continued).

Columbus was the first European who set foot on the New World which he had discovered. He landed in a rich dress, and with a naked sword in his hand. His men followed, and kneeling down, they all kissed the ground they had so long desired to see. They next erected a crucifix, and prostrating themselves before it, returned thanks to God for conducting their voyage to such a happy issue. They then took solemn possession of the country for the crown of Castile and Leon, with all the formalities which the Portuguese were accustomed to observe in taking possession of their new discoveries.

—Robertson (1721-1793).

XXV.

COMPARISON OF ADJECTIVES.

The generous man takes the smallest share for himself.—The oldest of these trees is the smallest and the most healthy.—Sin is man's deadliest enemy.—What days are you happiest? The days we serve God best.—This is the most beautiful rose in the garden.—That is the least comfortable seat in the park.—Mary is a better girl than Julia; but Catharine is the best in the school.—William wrote a longer exercise than Henry; but Frederick's is the longest of the three.

XXVI.

SILK.

Silk is obtained from a caterpillar called the silk-worm. This little creature feeds on the leaves of the mulberry-tree. It is hatched from an egg about the size of a mustard-seed, and it changes its skin four times before it reaches its full size. When full grown, it leaves off eating, spins a fine soft thread, and winds itself up in a silken case, and comes out in the shape of a small butterfly, which lays a number of eggs, and then dies. It is from the case or ball spun by the silk-worm that all our silk is made.

XXVII

SILK (*Continued*).

The balls or cocoons, as they are called, are thrown into warm water to loosen the gum with which the silk-worm glues the threads together. Then four or five of the threads are fastened to a reel, and wound. In this state it is called raw silk, and next it is sent to the silk-mill to be prepared for the weaver. This is done by twisting it into threads, and scouring and dyeing it of various colors.

XXVIII

SILK (*Continued*).

Silk is woven much in the same way as cotton or linen. The best raw silk comes from China, where silk-worms were reared and silk was woven into cloth hundreds of years ago. Both Italy and France produce great quantities of raw silk. The finest and most beautiful silks are manufactured in France. This industry is now about being introduced into Canada. Silk, though costly, is a very useful article of clothing, both on account of its durability and beauty.

XXIX.

CANADIAN GEOGRAPHICAL NAMES.

Lakes Ontario, Erie, Huron, and Superior form the southern and south-western boundary of the Province of Ontario.—Lindsay, Cobourg, St. Catharines, Niagara, Barrie, Belleville, Chatham, Stratford, Whitby, Oshawa, Peterborough, are in Ontario.—Levis, St. Hyacinthe, Three Rivers, Sherbrooke, Sorel, Longueuil, are in the Province of Quebec.—Fredericton, St. John, Moncton, Chatham, Bathurst, Shediac, Woodstock, are in New Brunswick.—Charlotte-town is the capital of Prince Edward Island.—Winnipeg is the capital of Manitoba.

XXX.

BIOGRAPHICAL NAMES.

Adam and Eve were banished from the Terrestrial Paradise.—Abraham, Isaac, Jacob, Joseph, were patriarchs.—Moses wrote the first five books of the Bible.—Isaias, Jeremias, Ezechiel, and Daniel were the four great prophets.—St. John the Baptist was the precursor of our Lord Jesus Christ.—Constantine the Great saw a miraculous cross in the heavens.—Charlemagne was the greatest of the Carlovingian Kings.—Alfred the Great was the most remarkable of the English Kings.—Washington was the great hero of the American Revolution.—Jacques Cartier, Champlain, Bishop Laval, and Frontenac are prominent figures in early Canadian history.

XXXI.

JESUS OUR MODEL.

Jesus, as He grew up, was always obedient to Mary and Joseph. The Son of God obedient to two creatures! And in what? In all the most lowly works of daily life,—working, sweeping, sawing; so much so that He was thought to be the son of a carpenter! And He obeyed with joy and promptness.

Jesus was always at work, or at prayer: He was never idle; by this He teaches us to fly idleness which is often the occasion of sin. He appeared to grow in wisdom and holiness, to teach us that as we grow in years so we should grow in the grace of God. Keep the example of His life before you, and increase daily in virtue, obedience, and usefulness.

—*Most Rev. C. O'Brien, D.D.,*

ARCHBISHOP OF HALIFAX, CANADA.

XXXII.

THE PILGRIM AT NIAGARA FALLS.

Let us accompany the Christian soul in his pilgrimage to the Falls of Niagara. On beholding them at first sight he is overawed by their surpassing grandeur, stunned by their sound as if by the roar of thunder; but recovering himself, he raises his heart to that great and omnipotent Being by whose all-powerful fiat these mighty wonders were created; and, presently sinking down into the depth of his own nothingness, he stands, absorbed and entranced, as it were, at the greatness of the Most High; and, crying out with Holy David, he says: "O Lord, our Lord, how admirable is Thy name over all the earth!" To converse with man is now irksome to him. His whole soul is filled with God. Tears relieve his heart borne down, so to speak, with the weight of the divine Immensity, while he again exclaims, "What is man, O Lord, that Thou art mindful of him; or the son of man, that Thou shouldst visit him?"

—*Most Rev. John Joseph Lynch, D.D. (1816—),*

ARCHBISHOP OF TORONTO.

BIOGRAPHICAL SKETCHES.

These **Biographical Sketches** are given for the convenience of those Teachers who may not find it possible to refer to larger works. The references given at the end of each sketch will be serviceable to those who wish to consult a more extended notice.

BACON, LORD FRANCIS, (1516-1626) was born in London. He is styled by many *the parent of experimental philosophy*. De Maistre, Rohrbacher, Cantu, and other Catholic authorities say his works swarm with errors; that the method of induction, falsely called Baconian, far from being new, was pointed out by Aristotle, and applied extensively by Roger Bacon, Copernicus, Galileo, and many other modern philosophers before Francis Bacon; and finally, that his real merit lies only in his poetical beauties with which he has illustrated the driest subjects. "We think," says Father Jenkins, "that Bacon has been too much praised and too much blamed. He had the actual merit of urging the practice of the inductive method in physical science. True it is that the method was well known before Bacon; but, in point of fact, it is too often neglected. The great fault with Bacon is to imply everywhere as a principle that man knows nothing except through experience and observation. The principle was afterwards followed up to its last consequences, and eventually led its defenders to materialism and atheism. As to Bacon himself, fond as he was of experiments, he made and multiplied them to little profit, and left no important contribution to any branch of physical science."

He died of a fever contracted from making an experiment.

See Jenkins's "Handbook of Literature;" Brother Asarias's "Philosophy of Literature;" Appleton's "American Cyclopædia;" Chambers's "Encyclopædia;" Lord Macaulay's "Essays," etc., etc.

BALMES, REV. JAMES L., (1810-1848) an eminent Spanish Priest. He was a profound theologian and philosopher. His principal works are a "Fundamental Philosophy," "Protestantism compared with Catholicism in its Relation to European Civilization," the "Art of Thinking" (Criterion), and a "Treatise on Logic." His "Art of Thinking" and his "European Civilization" should be in the hands of every Teacher. He was born at Vich, in Catalonia, Spain.

See "Life of Balmes," by Rev. Wm. McDonald, D.D., in his translation of "The Art of Thinking;" Appleton's "American Cyclopædia;" Lippincott's "Biographical Dictionary;" etc., etc.

CARY, PHŒBE, (1824-1871) and her sister Alice (1820-1871), were born on a farm eight miles north of Cincinnati. They had no advantages of education except what the district school afforded. In 1851, they moved to New York. They there made a modest but comfortable living by literary pursuits. They have left a volume of poems, full of interest to lovers of the natural and unaffected.

See Lippincott's "Biographical Dictionary;" Griswold's "Female Poets of America;" Cleveland's "Compendium of American Literature;" Hart's "Manual of American Literature."

CONSTABLE, HENRY, (1566—?) "is supposed to have been the Henry Constable who, for his zeal in the Catholic cause, was long obliged to live in a state of banishment, and, having privately returned to London, was imprisoned in the Tower."

See Jenkins's "Handbook of Literature;" "The Household Library of Catholic Poets."

COWPER, WILLIAM, (1731-1800) was born in Hertfordshire, England, of an aristocratic family. A modern writer on English Literature denominates him "the poet of ordinary life and domestic emotions." Another writer says: "No English poet, except Shakespeare, is more frequently quoted." The greater part of his life was clouded with insanity, brought on by a morbid timidity and fostered by religious melancholy.

See Chambers's "Encyclopædia;" Appleton's "American Cyclopædia;" Lippincott's "Biographical Dictionary;" Jenkins's "Handbook of Literature;" Hart's "Manual of English Literature," etc., etc.

DRYDEN, JOHN, (1631-1700) was born in Northamptonshire, in 1631. One of the greatest masters of English verse, whose masculine satire has never been excelled, Dryden was styled by Dr. Johnson the "father of English critics."

He was brought up a member of the Church of England, but he became a convert to the Catholic Church.

"If there is a doubt," says Jenkins, "whether he can rank with the first class of poets, there can be no doubt of his pre-eminence as a prose writer."

In disposition and moral character, Dryden is represented as most amiable.

He died in the profession of the Catholic faith, with submission and resignation to the divine will. His body was interred in Westminster Abbey, next to the tomb of Chaucer.

See Jenkins's "Handbook on Literature" (which does him justice); Lippincott's "Biographical Dictionary;" Chambers's "Encyclopædia;" Appleton's "American Cyclopædia," etc., etc.

ÆSOP or ESOP, is said to have been born 619 B.C., and to have died about 564 or 560 B.C. He is supposed to have been a Phrygian. He was a slave of Iadoman the Samian, who set him free as a reward

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for his wit and pleasantry. He is one of the most renowned of fabulists.

See Lippincott's "Biographical Dictionary;" Appleton's "American Cyclopædia;" Chambers's "Encyclopedia," etc., etc.

FABER, REV. FREDERICK WILLIAM, (1814-1868) was born at Calverley, Yorkshire, England. He was converted to the Catholic faith in 1845. He was ordained priest in 1847, and he joined the Oratorians in 1848. His literary works are principally devotional. Jenkins says of him: "The meekness of his disposition, the generosity of his character, the excellence of his poetical genius, and especially the skill with which he has dressed in popular style the most abstruse doctrines of Christianity, have justly endeared his name to the Catholics of Europe and America."

See Bowden's "Life of F. W. Faber;" Jenkins's "Handbook of Literature;" Appleton's "American Cyclopædia."

FRANKLIN, BENJAMIN, (1706-1790,) was born in Boston. He was a philosopher, statesman, and writer.

See Appleton's "American Cyclopædia;" Lippincott's "Biographical Dictionary;" Bancroft's "History of the United States;" Jenkins's "Handbook of Literature;" Allibone's "Dictionary of British and American Authors," etc., etc.

FULLERTON, LADY GEORGIANA, (1814—), is a daughter of Earl Granville, and the wife of Captain Alexander Fullerton. She is remarkably successful as a novelist. She is a convert to the Catholic Church. "Her pen," says Jenkins, "has been constantly employed in the promotion of works of charity and edification."

See Jenkins's "Handbook of Literature;" Appleton's "American Cyclopædia;" "Household Library of Catholic Poets," etc., etc.

GAY, JOHN, (1688-1732) was born near Torrington, Devonshire. He is particularly remarkable for his *Fables* which are among the best of the kind in the language. Some of his other works are condemned for their licentiousness. He died in London.

See Chambers's "Encyclopedia;" Appleton's "American Cyclopædia;" Hart's "Manual of English Literature;" Jenkins's "Handbook of Literature," etc., etc.

HAWKESBURY, JOHN, (1715-1778) was a native of London, England. He is known as one of the English Classical Essayists, ranking in that respect with Addison, Johnson, and Steele.

See Appleton's "American Cyclopædia;" Hart's "Manual of English Literature."

JOHNSON, ELLEN M., (1884-1863) a native of the Province of Quebec. She died at Magog, P. Q., in March, 1863, after a long and painful illness, in the 29th year of her age.

See Dewart's "Canadian Poets."

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JONSON, BENJAMIN, commonly called *Ben*, (1574-1637) was born in Westminster. He was a distinguished poet and dramatist.

See Chambers's "Encyclopædia;" Hart's "Manual of English Literature;" Jenkins's "Handbook of Literature," etc., etc.

LA FONTAINE, JOHN, (1621-1695) was born at Chateau-Thierry, July 8, 1621. He is the most famous of French fabulists. He died in Paris, April, 1695.

See Appleton's "American Cyclopædia;" Lippincott's "Biographical Dictionary," etc., etc.

LEPROHON, MRS. née MISS R. E. MULLINS, (1832-1879) was born in Montreal. She was educated at the Convent of the Congregation de Notre Dame. In 1851 she became the wife of Dr. J. L. Leprohon, a member of one of the most distinguished Canadian families. Her writings both in prose and verse hold an honorable position in Canadian Literature.

See the "Poetical Works of Mrs. Leprohon."

LOCKE, JOHN, (1632-1704) was born at Wrington, Somersetshire; died at Oates, a country-seat in Essex. His philosophical works abound in errors.

See Appleton's "American Cyclopædia," etc., etc.

LONGFELLOW, HENRY WADSWORTH, (1807-1882) was born in Portland, Maine. He was a celebrated poet. His poem "Evangeline"—"the brightest gem of his casquet," says Jenkins,—should endear him to all philanthropists.

See Jenkins's "Handbook of Literature;" Hart's "Manual of American Literature;" Appleton's "American Cyclopædia," etc., etc.

LYNCH, MOST REV. JOHN JOSEPH, ARCHBISHOP OF TORONTO, CANADA, was born near Clones, County Monaghan, Ireland, on February 6th, 1816. When about twenty years of age he entered the Congregation of the Priests of the Mission. Having completed his theological studies in Paris in 1843, he went to Maynooth College, Ireland, where he was ordained priest by Most Rev. Dr. Murray, Archbishop of Dublin. Some time after his ordination he was sent to the Texan mission, where his indefatigable labors were blessed with success, but not without impairing the health of the zealous missionary.

Having regained strength, Father Lynch was removed to the Barrens, Missouri, and was appointed Superior of St. Mary's Seminary. In this position he labored with a loving zeal for the education of his young charge.

At the request of Bishop Timon, he founded the Seminary of our Lady of Angels, Suspension Bridge, N.Y., in 1856.

The zealous and learned priest was soon to be given a wider field for

labor. The sharp and close-observing Bishop De Charbonnel, then Bishop of Toronto, contemplated resigning his See, but before doing so he wanted to secure an able successor. Of the many good priests that might have been selected, none but Father Lynch came up to his ideal of what a Bishop should be. Accordingly on the 21st of November, 1859, Father Lynch was consecrated coadjutor Bishop of Toronto. Bishop Lynch having been fully initiated into the workings of the diocese, the following year, 1860, Bishop De Charbonnel resigned the See of Toronto in favor of his learned and zealous coadjutor. Time has since told the wisdom of the choice made by the late Bishop of Toronto and the Holy See.

Since 1860, the progress of the Diocese of Toronto has been truly marvellous. It may be safely said there is not another diocese in Canada, in proportion to the Catholic population, better supplied with Clergy, Churches, Catholic Schools, and other religious and charitable institutions.

In 1870, Toronto was raised to the dignity of an Archiepiscopal See, and Dr. Lynch was appointed first Archbishop and Metropolitan of Ontario.

The Archbishop's sermons and pastorals are read throughout the English-speaking world, and are noted for their pathos and literary merit. N. F. Davin says of them: "The Archbishop deserves the greatest credit for his letters, which necessarily appeal to public reason, and stimulate reflection." The passage on the "Pilgrim at Niagara Falls," is taken from his Grace's Pastoral on the "Pilgrimage to our Lady of Mount Carmel," at Niagara Falls.

A sincere lover of his native Isle, his Grace's pen is ever ready to defend his countrymen against false or unjust imputations, or to expose their wants in a manner that cannot fail to enlist the sympathies of an impartial public.

Most Rev. Dr. Lynch celebrates the twenty-fifth anniversary of his consecration this year (1884). His beloved children earnestly pray that he may, for their edification and sanctification, live to see his fiftieth. *Vivat! Vivat! Vivat! Pastor bonus!*

See Dent's "Canadian Portrait Gallery;" N. F. Davin's "Irishman in Canada," etc.

MAIN, HORACE, (1796-1859) a celebrated educationist, was born in Franklin, Mass. He is universally known by his writings and labors in the cause of popular education. His writings were confined chiefly to his Annual Reports and his Lectures and Addresses.

See Hart's "Handbook of American Literature;" "American Teachers and Educators."

McGEE, THOMAS D'ARCY, (1825-1868) a celebrated Irish patriot, poet, prose writer, and orator, was born at Carlingford, County Louth, Ireland, on the 18th of April, 1825. After editing some leading Catholic journals in the United States, he came to Canada. He, for many years, represented Montreal West in parliament. He was always a patriotic Irishman; but a few of his countrymen who were

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not so well versed in politics as he, thought some of his utterances unpatriotic. One dark night, at his hotel door, a shot from a revolver removed from the world T. D. McGee, one of the purest of patriots, the most gifted of poets, and the most eloquent of orators that ever adopted Canada as a home.

See *Biographical Sketch*, by his great friend, Mrs. James Sadlier, published with his Poems.

MILTON, JOHN, (1608-1674) England's greatest epic poet, was born in London. "He may be regarded," says Jenkins, "as being in many respects the standard of dignified poetic expression; although Shakespeare alone exhibits the varied elements of copiousness, power, and brilliancy inherent in our language." His principal poem is "Paradise Lost." "In studying Milton's epic as a sacred poem, we are impressed by a want of awe and reserve in the handling of religious mysteries, where, for instance, he represents the Supreme Being 'as a school-divine;' and we loathe the grim puritanical pleasantries which he puts in the mouth of the rebel angels, while making the first experiment of their new-discovered artillery. The Miltonic Satan is undoubtedly one of the most stupendous creations of poetry; but there is a heroic grandeur in it which wins, do what you will, a human sympathy. This is wrong: the representation of the Devil should be purely and entirely evil, without a tinge of good, as that of God should be purely and entirely good, without a tinge of evil. Milton never speaks of the Trinity, and hardly disguises his Arianism."—*Jenkins*.

MONTGOMERY, JAMES, (1771-1854) was a native of Irvine, Ayrshire, Scotland. He holds a high rank in English poetry.

See Hart's "Manual of English Literature;" "Jenkins's "Handbook of Literature," Appleton's "American Cyclopædia;" "Chambers's Encyclopædia."

MOORE, THOMAS, (1773-1852) was born in Dublin. See Page 184.

See Jenkins's "Handbook of Literature;" Appleton's "American Cyclopædia;" Chambers's "Encyclopædia;" Hart's "Handbook of English Literature," etc., etc.

O'BRIEN, MOST REV. CORNELIUS, D.D., ARCHBISHOP OF HALIFAX, CANADA, a native of Prince Edward Island, is noted as a writer and theologian. In 1893, he was appointed by His Holiness, Leo XIII., Archbishop of Halifax. Born May 4th, 1843.

O'REILLY, JOHN BOYLE, (1844—) a native of Dowth Castle, County Meath, Ireland. For political reasons he was exiled to Australia in 1866. He escaped in 1869, and made his way to Boston. He is editor of the "Boston Pilot," the most widely circulated Catholic journal in America. Mr. O'Reilly is a poet as well as journalist. His "Songs of the Southern Seas" appeared in 1874.

See "Household Library of Catholic Poets."

Biographical Sketches.

PEABODY, W. B. O., (1799-1748 ?) was born at Exeter, New Hampshire, and died at Burlington, Vermont. He wrote a number of small poems and contributed many articles to the "North American Review."

See Appleton's "American Cyclopædia;" Lippincott's "Biographical Dictionary;" Hart's "Handbook of American Literature."

POPE, ALEXANDER, (1688-1744) was born in London of Catholic parents. His "Essay on Criticism" is one of the finest pieces of argumentative and reasoning poetry in the English language. His great ethical poem, the "Essay on Man," abounds in theological errors. "Yet," says Jenkins, "it contains, more than any other of his compositions, many striking passages, which for their mingled felicity of diction and energetic brevity, will always have a place in the memory of every English scholar."

See Jenkins's "Handbook of Literature;" Appleton's "American Cyclopædia;" Chambers's "Encyclopædia;" Hart's "Handbook of English Literature;" etc., etc.

PROCTER, ADELAIDE ANN, (1825-1864) was born in London. She was the daughter of Bryan Waller Procter (Barry Cornwall). She was converted to the Catholic faith in 1851, and ever after "made her verse echo the sentiments of her life."

See Jenkins's "Handbook of Literature;" Hart's "Manual of English Literature;" Lippincott's "Biographical Dictionary."

ROBERTSON, WILLIAM, (1721-1798) was born at Borthwick, Scotland. He is not generally regarded as a reliable historian.

See Jenkins's "Handbook of Literature;" Hart's "Manual of English Literature;" Chambers's "Encyclopædia;" Lippincott's "Biographical Dictionary;" Appleton's "American Cyclopædia;" etc., etc.

RYAN, REV. ABRAM J., (1840—) was born in Virginia. His "Poems" and his "Crown for our Queen" do honor to this learned and zealous Catholic Priest.

See Jenkins's "Handbook of Literature;" "The Household Library of Catholic Poets."

SADLIER, MRS. JAMES, née MARY ANN MADDEN, was born at Coothill, County Cavan, Ireland, Dec. 31, 1820. In 1846, she married James Sadlier of the firm of D. & J. Sadlier & Co., Catholic Publishers, New York and Montreal. She, and her husband now deceased, were largely instrumental in building up the extensive business the firm carries on. The Montreal house is now owned by her enterprising nephew, James A. Sadlier. Mrs. Sadlier's works are strictly Catholic in tone. Few writers have done as much for the spread of Catholic literature in America as Mrs. James Sadlier. (See page 108).

See Appleton's "American Cyclopædia."

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SADLIER, ANNA T., daughter of Mrs. James Sadlier, is a native of Montreal. (See page 141).

See "The Household Library of Catholic Poets."

SCOTT, SIR WALTER, (1771-1832) was born in Edinburgh. He is universally considered as the greatest writer of imagination of this century.

J. W. M. Marshall says of Scott: "We cannot say that Scott is licentious, but he is offensive and unjust to Catholics. He misrepresents their belief, perverts their intentions, and caricatures their practices. His saints are madmen, his monks half fool and half beast, his lay Catholics scoundrels or pretended heretics. . . . More than once he speaks of what he calls 'a hunting Mass,' purposely abbreviated for the convenience of hasty worshipers, being totally ignorant that no ecclesiastic has power to suppress a single word of the Missal."

He died at Abbotsford in September, 1832.

See Jenkins's "Handbook of Literature;" Hart's "Manual of English Literature;" Chambers's "Encyclopædia;" Appleton's "American Cyclopædia;" Lippincott's "Biographical Dictionary," etc., etc.

SHAKESPEARE, WILLIAM, (1564-1616) "the greatest of modern poets, nature's oracle and interpreter, was born in 1564 at Stratford-on-Avon, a market-town of Warwickshire."

"That Shakespeare was a Christian," says De Vere, "there is no doubt." Some learned critics think there is sufficient evidence in his writings to show that he professed the Catholic faith.

See Jenkins's "Handbook of Literature;" Chambers's "Encyclopædia;" Appleton's "American Cyclopædia;" Allibone's "Dictionary of Authors;" "Encyclopædia Britannica;" Schlegel's "Lectures on Dramatic Art and Literature;" etc., etc.

SOUTHWELL, REV. ROBERT, (1560-1595) was born at St. Faith's, Norfolk, England, of a respectable Catholic family. He entered the Society of Jesus at Rome. In 1586 he was ordained priest. At his request he was sent as a missionary to his native country. The persecution of Catholic priests was then carried on so cruelly in England, Father Southwell could not expect to escape. He was seized by an agent of Queen Elizabeth, and after suffering the confinement of a loathsome prison for three years, he was put to death at Tyburn in 1595. A worthy disciple of St. Ignatius, he endured the tortures of death without a murmur.

See Cleveland's "English Literature;" Jenkins's "Handbook of Literature;" Appleton's "American Cyclopædia."

STEELE, SIR RICHARD, (1671-1729) was born in Dublin of English parents; died at Langunnor, near Carmarthen, Wales. He was a popular essayist and dramatist. He and Addison were associated as editors of the "Spectator."

See Jenkins's "Handbook of Literature;" Hart's "Manual of English Literature;" Chambers's "Encyclopædia;" Appleton's "American Cyclopædia," etc., etc.

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TAYLOR, JANE, (1783-1824) of Ongar, Essex, England, was a daughter of Isaac Taylor, of Ongar. Her "Hymns for Infant Minds" are very much praised.

See Hart's "Handbook of English Literature;" Chambers's "Encyclopedia."

WALSH, RIGHT REV. JOHN, D.D., BISHOP OF LONDON, CANADA, was born at Mountcoin, Kilkenny, on the 24th of May, 1830. In 1852, he came to Canada, entered the seminary of St. Sulpice, Montreal, where he completed his theological studies, and on the 1st of November, 1854, was ordained priest by Bishop De Charbonnel. After doing excellent missionary work in Brock, and gaining the admiration of his flock as pastor of St. Mary's, Toronto, Father Walsh was consecrated Bishop of Sandwich, November 10th, 1867, and was translated to the See of London, October 3rd, 1869. "He has the reputation among the clergy," says N. F. Davin, "of being a sound and deeply read theologian, well versed in Scripture and canon law. He is, it is said, an eloquent preacher, and well read in general literature. Amiable, charitable, and polished in manners, he possesses much force and decision of character."

See N. F. Davin's "Irishman in Canada."

WATERS, JOHN FRANCIS, Master of Arts, Professor of Latin, Greek, and English Literature, is a frequent contributor to the Catholic weeklies of Canada and the United States. He is a native of Ireland.

WRIGHT, ELIZUR, was born in Canaan, Litchfield County, Connecticut, Feb. 12th, 1804. He has published a translation in verse of La Fontaine's "Fables."

See "Biographical Sketch" in the last edition of his translation of La Fontaine's "Fables;" Lippincott's "Biographical Dictionary;" Appleton's "American Cyclopædia."



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